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ABSTRACT

This report of an assessment of the Texas Advisory Council for Technical-Vocational Education represents an effort to determine what effect the activities, recommendations, and operations of the council have had on vocational education in the state. Part 1 briefly describes the present context of vocational education, the role of the state advisory council, purpose of the study, and project objectives and methodology. Part 2 addresses the establishment, membership, and implementation of the Texas State Advisory Council. Attention is directed to the legislative history, composition, and operation of the council. A review and summary of the minutes of the council meetings are also provided. Part 3 presents an indepth review of council recommendations. This critique of recommendations includes an operational analysis, an assessment of effect, a determination of characteristics, and the consideration of congruency with available information. Part 4 provides a summary of findings as well as appropriate conclusions and recommendations for the council. Appendixes include council duties (Texas Education Code), council functions and responsibilities, a list of council publications, a record of minutes, council recommendations for 1970-1977, and a topical list of council recommendations. (YLB)

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AN ASSESSMENT OF THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

Final Report

Project Staff
College of Education
Texas A&M University

TEA Contract Number: 78230198

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April 1979

CE 036 836

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PREFACE

This publication is a report of the project titled "An Assessment of the Advisory Council for Technical-Vocational Education in Texas." The project was concerned with the effect of the Council's activities, recommendations, and operation on vocational education in Texas. Included in this report are discussions of the Council's (a) establishment, membership, and implementation, and (b) recommendations.

It is hoped that the materials included in this report will serve as a useful reference for those persons interested in the Council's operations and resultant impact.

ACKNOWLEDGEMENTS

A sincere appreciation is extended to the members of the project advisory committee and review team. Their counsel and advice afforded many insights which were most helpful. Members of the advisory committee included: John Cobb, Director, Postsecondary Educational Planning, Coordinating Board, Texas College and University System; Linda Coffey, District Director of Occupational Education, Dallas County Community College District; Elaine Free, Director of Vocational Education, Irving Independent School District; and Jack Slagle, Director of Management, Development, and Training, Anderson Clayton Company. The review team was comprised of: Tom Bogetich, Executive Director, California Advisory Council on Vocational Education; Charles Lloyd, Administrator, External Support Services, State Board of Education, Utah; Joe Malinski, Director of Planning, Development, Research, and Evaluation, Hennepin Technical Centers, (Minneapolis); and Roman Pucinski, Alderman, City of Chicago, (National Advisory Council member). Their ideas and suggested approaches were very useful in our analyses.

Several individuals also participated in the assessment as members of the project staff: Archie Abrameit, Katy Greenwood, Jim Greenwood, Don Jares, Will Kling, and Sandra Swinney. Their efforts in seeking information and and assisting in the analysis and synthesis of materials were a substantive contribution to the project.

Other valuable assistance was provided by Donald Clark, Associate Dean for Research, College of Education, Texas A&M University; and Oscar Millican, Program Director for Research, Research Coordinating Unit, Texas Education Agency. In addition, Freida Stock served as project secretary and contributed

greatly to the effort.

Finally, a special thank you is reserved for Alton Ice (Executive Director of the Advisory Council), the staff, and the membership of the Council. Mr. Ice was especially helpful in making all types of materials available to the project staff (e.g. minutes of meetings, publications, letters, etc.). His willingness to assist the project staff in any way possible was exemplary.

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PART I

OVERVIEW OF PROJECT

Since the passage of the Smith-Hughes Act in 1917, vocational education has developed and expanded to the extent that it is presently a viable and integral component of this nation's education systems. From 1917 to 1963, the programmatic emphasis established by the Smith-Hughes Act was structurally unchanged. However, following the Vocational Act of 1963, the field has continuously received impetus to change its programmatic emphasis: there have been suggestions to broaden its purposes and program options in order to more effectively meet the needs of a diversified clientele group. Along with the summons for redirection, there have been concomitant appeals, posited by interested persons internal and external to the field, that the highest possible quality be sought in delivering "education for work".

Within this context of changing expectations, local, state, and national advisory councils/committees have served as catalysts for improving vocational education. At various stages in the history of vocational education, advice from the lay public has been a valued principle. In 1968, federal legislation mandated the creation of national and state advisory councils; financial support for such bodies was also authorized. These councils were expected to serve as one means of helping to initiate further improvement of vocational education. State advisory councils were charged with specific duties and responsibilities by federal mandate; in Texas, additional and more specific duties were mandated by an enactment

of the State Legislature in 1969. Funds were subsequently allocated for the Texas Advisory Council for Technical-Vocational Education (TACTVE) to carry out its mission.

This document is the formal report for an assessment of the TACTVE conducted by project staff members from Texas A&M University. The report represents an effort to determine what effect the activities, recommendations, and operations of the Texas Council have had on vocational education in the State. To place this report within a proper frame of reference, Part I briefly describes the present context of vocational education, role of the State Advisory Council, purpose of the study, objectives and methodology of the project, and overview of the report.

Context of Vocational Education

Within the last decade there has been substantial growth and advancement of vocational education at all levels within the public and private school systems of the nation. For instance, the promotion of career education at all levels, more particularly at the elementary level, has advanced the cause and justification of vocational education at other levels (i.e. secondary, post-secondary). Career education has served to provide both a meaning and focus to the individual's education, especially vocational education; it has also afforded an additional technique for articulating the programmatic efforts of the education systems.

At the secondary and post-secondary levels, there have been significant increases in (1) the number of students enrolled in vocational programs and (2) the fiscal support provided by the local, state, and national

governments to maintain and expand programs. In addition, there has been considerable support for undergraduate and graduate programs at various colleges and universities (e.g. the personnel development programs funded under the Education Professions Development Act, Sections 552 and 553) which have enhanced the training of vocational instructors and the development of necessary leadership in the areas of vocational education research, administration, curriculum development, and teacher education.

Vocational education has also been in a dynamic state of transition. Although its basic focus and intent has remained relatively constant over time, the means of achieving particular ends have been somewhat altered. As an example, the increasing attention to and emphasis on meeting the specific needs of individual students has resulted in curricular changes and the provision of additional services in the schools (e.g. special education programs). Changing career patterns and skill requirements of various occupations have necessitated modifications in training programs. The curriculum has also been affected by attempts to implement the concepts, among others, of (a) training for occupational clusters, and (b) competency-based education. The training of professional vocational educators has required greater specialization in terms of role functions - research, administration, etc. - and the type of clientele (e.g. disadvantaged, handicapped, gifted, etc.) to ultimately be served by the practitioner.

Finally, the context of vocational education is characterized by the critical issues of the field. Therefore, policy development and analysis has become essential to establish a logical and legitimate direction for vocational education. Also, better planning efforts to enhance the pro-

vision of occupational training have become necessary; continuous evaluation activities afford the means of review and purposeful renewal of the education systems.

Role of the State Advisory Council

Legislators at both the national and state levels have recognized the need and importance of involving citizens in the education process. They have, therefore, required the formation of the state advisory councils. The central and critical role of the State Advisory Council for Technical-Vocational Education in Texas has been established via federal and state enactments which have mandated certain powers, duties, and responsibilities which must be assumed by the membership and staff of the Council. In essence, the duties of the Council "prescribe" its role.

With the passage of the Vocational Education Amendments of 1968, the State Advisory Council was expected to advise the State Board of Education concerning matters specific to the administration of the State Plan for Vocational Education. Input was to be provided on the development of the State Plan and policy matters affecting the administration and operation of vocational education programs. In addition, the Texas State Advisory Council was given the responsibility for evaluating programs in the vocational, technical, adult, and manpower training areas of education within the secondary and post-secondary institutions of the State. More specific duties delineated by State statutes included the responsibilities for (1) recommending appropriate subjects and training areas at each level of education, and (2) recommending a list of courses and types of training

eligible to be funded by the State Legislature or from federal funds. Also, the Council was to evaluate and recommend the role and scope of secondary institutions, technical training institutes, community colleges, public junior colleges, and public senior colleges and universities in a cooperative plan to develop manpower training in the State of Texas. As a consequence, the Council has been in a unique position to influence the coordination of vocational education in Texas by impacting both the policy development and the planning processes. In the area of evaluation, the Council is expected to assume a very dynamic role which will result in the subsequent improvement of vocational education. Through evaluations, the Council is to determine the effectiveness of programs, services, and other activities in terms of annual and long-range program plans.

Purpose and Significance of the Study

The justifications for undertaking this project were two-fold. The first was related to the status of vocational education within the nation's public school systems; the second was concerned with the utility of the findings. With respect to the former, there has been considerable attention, during recent years, focused on such qualitative dimensions of vocational education as its efficiency, comprehensiveness, and effectiveness in providing the desired occupational training needed by the youths and adults of the country. The input to be provided by the State Advisory Council to vocational education leadership regarding policy, planning, and evaluation activities is expected to, and therefore should, have a significant impact on program improvement.

In the case of the latter justification, this project was intended to assess the previously mentioned impact and present various findings, conclusions, and recommendations which might enhance the work of the Council. In addition, it was hoped that agencies and institutions interfacing with the State Advisory Council might examine the final report and find it a useful resource document to be used as they mutually seek to improve vocational education in Texas. Also, other state advisory councils for vocational education might find the study useful as they attempt to assess their own operation and subsequent impact.

Project Objectives and Methodology

The Texas Advisory Council for Technical-Vocational Education has conducted numerous hearings, studies, forums and meetings to derive information for the numerous reports it has released. The Council's efforts have addressed diverse issues and concerns with the primary intent of facilitating the improvement of vocational education in the State. This study was to consider the following question: What has been the effect on vocational education in Texas of the activities, recommendations, and operation of the Texas Advisory Council for Technical-Vocational Education?

Objectives

The specific objectives of the study were:

1. To review and summarize the history of the establishment, membership, and implementation of the Council.
2. To analyze and categorize the recommendations made by the Council.

3. To analyze the congruency of Council recommendations with information the Council obtained through studies, hearings and other sources.

4. To determine the extent that actions taken by the State Board for Vocational Education were influenced by Council recommendations.

5. To identify evidence of changes resulting from Council recommendations (e.g., program changes, changes in Board policy, levels of funding, etc.).

6. To determine characteristics that tend to distinguish recommendations which result in improvement of the state's program of vocational education.

7. To develop recommendations for improving the effectiveness of the Council.

Project Advisory Committee

Four individuals knowledgeable about advisory committee functions and evaluation procedures were selected by the project director to serve as the project advisory committee. The selection of project advisory committee members was made in consultation with the Executive Director of the Texas Advisory Council for Technical-Vocational Education and the staff of the Department of Occupational Research and Development, Texas Education Agency.

The Project Advisory Committee met four times during the year to assist in the planning and evaluation of the project. The committee, through its review of project plans, provided a critical validation needed for the project activities. This committee was instrumental in providing guidance on critical aspects of the study.

Review and Summarization

To establish a baseline of information, an extensive and systematic summarization was made of past and current activities of the Texas Advisory Council for Technical-Vocational Education. The review and summarization focused on: (1) the history and establishment of the Council, (2) the proceedings of the Texas Legislature relative to the enactment of legislation reconstituting the Council, (3) the processes utilized in selecting and appointing members of the Council, (4) Council membership, attendance and participation, (5) the minutes of all Council meetings, (6) the minutes of forums, hearings and public meetings held by the Council, and (7) the minutes of all meetings of sub-committees of the Council.

These reviews and summarizations were made by the project staff and were deemed essential as a base for assessing the Council. They provide a rationale for the subsequent conclusions and project recommendations.

Council Recommendations

The project staff established a system for analyzing and categorizing the recommendations of the Texas Advisory Council for Technical-Vocational Education. The resultant information was further examined in order to determine the validity of the Council recommendations. In addition, there was an attempt to determine characteristics which contributed to a particular recommendation being accepted by the State Board of Education and subsequent action being taken to improve the State's program of vocational education.

Following the identification of Council recommendations resulting in change, an extensive analysis was conducted to determine characteristics which contributed to a recommendation bringing about change. A modified Delphi approach was originally proposed for this phase of the study, but it was later eliminated at the request of the Texas Education Agency. Another approach known as the nominal group technique (NGT) was used instead. A detailed description of the process associated with the NGT has been presented in Part III of this report.

Review Team

A review team comprised of five individuals met for five days (three days at their home base studying the preliminary final report) to validate the findings, conclusions and recommendations of the Project Staff. The review team members were selected by the Project Director; they possessed expertise in the objectives and operation of state advisory councils and in the procedures of research/evaluation.

The primary role of this team was to validate the findings, conclusions and recommendations of the Project Staff. The review team was composed of individuals who do not normally have direct or indirect professional relationships with the Texas Education Agency or the Texas Advisory Council for Technical-Vocational Education.

Overview of the Report

The initial section of this report has provided a description of the study background, objectives, and methodology. The remainder of the report will be concerned with the findings, conclusions, and recommendations. Part II will address the establishment, membership, and implementation of the State Advisory Council. Attention will be directed to the legislative history, composition, and operation of the Council. In addition, a review and summary of the minutes of the Council meetings has been provided. Part III presents an in-depth review of Council recommendations. This critique of recommendations includes (a) an operational analysis, (b) assessment of effect, (c) a determination of characteristics, and (d) the consideration of congruency with available information. Part IV provides a summary of the findings as well as appropriate conclusions and recommendations for the Council.

PART II

ESTABLISHMENT, MEMBERSHIP, AND IMPLEMENTATION OF THE COUNCIL

In reviewing the formation, composition and operation of the Advisory Council for Technical-Vocational Education (ACTVE) in Texas, it is necessary to consider the establishment of the Council, its membership, and the implementation of its mandated duties and responsibilities. With respect to the Council's establishment, there have been two major lines of historical development. One was associated with federal legislation, the other with state legislation. The federal legislation was, to a large extent, enacted prior to and the cause of subsequent state legislation. Therefore, each will be discussed separately, but it is imperative to consider the interrelationship of both. Equally important is the matter of the Council membership. The ACTVE must adequately represent all groups in Texas which have an interest in the vocational education system. The primary means of insuring such representation is achieved by regulating the composition (i.e. the membership) of the Council. Finally, it is necessary to examine the way in which the Council executes its mandated functions. These activities represent the means by which the Council fulfills its role of advising the educational leadership on the development of vocational education in Texas.

Establishment of the Council

The extensive use of councils to advise administrators regarding the improvement of vocational education is not a recent development. The first advisory councils were established in 1911 (Pitale, 1973). But, with the

exception of the years during World War II - when there appeared to be a closer working relationship between the industrial and education communities - state boards and councils became less and less active. As a consequence, without specific provisions for an "official" advisory board, committee, or council, vocational educators became increasingly unable to gain effective input from lay persons and representatives of business and industry. Eventually, the need for such information was recognized at the federal level and the Vocational Education Act of 1963 encouraged, among other things, the establishment of state advisory committees. However, it wasn't until the passage of the Vocational Education Amendments of 1968 that specific requirements were mandated in terms of membership, duties and responsibilities, and meetings.

Federal Legislation

This section provides an historical summary of the federal legislation which established the State Advisory Committee for Vocational Education and, subsequently, the Texas Advisory Council for Technical-Vocational Education (TACTVE); it will also clarify the relationship between federal and state legislation.

The Smith-Hughes Act, 1917

The Federal Board for Vocational Education and State Boards for Vocational Education were both created by this enactment. When first established, each was active and influential. But, even though the State Boards for Vocational Education were to be units seperate from the State Boards of Education, the latter gradually began to assume the responsibilities of the

former. In many states the State Board of Education functioned in a dual capacity when it was necessary to act as the State Board for Vocational Education. This situation was, in part, a justification for the passage of new federal vocational education legislation in the early 1960's.

The Vocational Education Act of 1963

Public Law 88-210, The Vocational Education Act of 1963, has been credited by Evans, Mangum, and Pragan (1969) with giving fundamental and philosophical attention to vocational education for the first time since 1917. Section 12 of this law mandated the establishment of a National Advisory Council on Vocational Education which was to be responsible for:

> ...reviewing the administration of the vocational education programs for which funds are appropriated pursuant to this Act and other vocational education Acts and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such vocational education programs and the Acts under which funds are so appropriated (P.L. 88-210, Section 12a).

The National Advisory Council was to consist of twelve persons familar with the vocational education needs of management and labor (in equal numbers), persons familiar with the administration of State and local vocational education programs, other persons with special knowledge, experience, or qualifications with respect to vocational education, and persons representing the general public.

The 1963 law also provided for the creation of state advisory committees and defined their role in relation to the State Boards:

> A State which desires to receive its allotments of Federal funds under this part shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which--
> (1) designates the State board as the sole agency for administration of the State plan, or for supervision of the administration thereof by local educational agencies; and, if such State board does not include as members persons familiar with the vocational education needs of management and labor in the State, and a person or persons representative of junior colleges, technical institutes, or other institutions of higher education which provide programs of technical or vocational training ..., provides for the designation or creation of a State advisory council which shall include such persons, to consult with the State board in carrying out the State plan; .... (P.L. 88-210, Section 5a)

In essence, the State councils were to be established if State boards did not include representation of persons familiar with vocational education. It was intended that representatives from management, labor, education, and the general public would advise in the planning and administration of occupational programs.

National Advisory Council on Vocational Education, 1968

On December 1, 1967, the chairperson of the National Advisory Council on Vocational Education submitted a report to the Secretary of Health, Education, and Welfare. This report (Vocational Education: The Bridge Between Man and His Work) contained twenty-six recommendations. Twenty-three were legislative recommendations and three were administrative in nature. Recommendation Number 25 was important because it led to the eventual establishment of State advisory councils through provisions of

federal legislation enacted in 1968. The recommendation and supporting information was presented as follows:

> IT IS RECOMMENDED, that the Office of Education provide staff for the National Advisory Committee on Vocational Education and establish guidelines for helping the States make more effective use of State advisory boards.
>
> The 1963 act established a National Advisory Committee on Vocational Education to advise the Commissioner of Education on policy matters regarding all Federal vocational programs. The act also required that the States establish State advisory councils or include on the State board for vocational education persons familiar with the vocational education needs of management and labor in the State.
>
> While there are no reports available to evaluate the contributions of these boards, it is apparent that in many States they have not yet come to grips with their statutory responsibilities. Failure to do so must rest, to a large extent, on the failure of the Office of Education to provide leadership and guidelines for making effective use of the advisory boards.
>
> The national committee cannot function properly unless staff is assigned to coordinate its work with the Office of Education and to relate the work of the Office to the committee members.
>
> The State advisory councils cannot function properly unless the Office of Education gives leadership to the States, through guidelines and publications, on how to successfully use advisory committees for the purpose of reviewing existing programs and policies, and in originating new programs. (National Advisory Council on Vocational Education, 1968, p.209)

Vocational Education Amendments, 1968

In 1968, the passage of Public Law 90-576 mandated the formation of state advisory councils and thereby ushered in a new era of industry-education cooperation (Burt, 1969). More importantly, in order for a state to receive federal aid, the new legislation required that the state formally organize a select group of volunteer business, community, and educational leaders to serve in an advisory capacity to the respective State Board of Education. This act described the functions and responsibilities of the

State Advisory Council and authorized funds to carry out the specified duties which were to:

> 1) ...advise the State board on the development of and policy matters arising in the administration of the State plan ..., including the preparation of long-range and annual program plans ...;
>
> 2) ...evaluate vocational education programs, services, and activities assisted under this title, and publish and distribute the results thereof; and
>
> 3) ...prepare and submit through the State board to the Commissioner and to the National Council an annual evaluation report, ..., which (i) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review..., and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations. (P.L. 90-576, Section 104)

Basically, the State Councils were charged with the task of helping to bring about further improvements in vocational education. These bodies were given broad powers to evaluate and report on the progress of vocational education. Their general duties involved advising the State Board of Vocational Education on developmental and policy concerns relative to the administration and implementation of the State Plan. In addition, they were to evaluate program services and recommend appropriate changes.

The Education Amendments of 1976

Section 105 of the '76 Amendments requires each state to certify the establishment of a State Advisory Council for Vocational Education. Members are to be appointed for three-year terms by the Governor or an elected State Board. A majority of the members must not be educators or administrators in the field of education. In addition, the legislation

enlarged the number of required membership categories to be represented on state advisory councils; the specific duties and responsibilities of the advisory councils were also revised.

Texas Advisory Committee for Vocational Education

The immediate predecessor of the ACTVE was the Texas Advisory Committee (TAC) which was established in response to the provisions of the Vocational Education Act of 1963. During its early years, this Committee received substantial support from the staff of the Texas Education Agency (TEA). The major contribution of this Committee was the realization of the important relationship between education and work. The most significant publication of the Texas Advisory Committee on Vocational Education was the September, 1968 report titled Guidelines for the Development of Vocational Education in Texas Through 1975-76. The document presented an overview of the multiple and diverse factors which could be expected to influence the nature, scope, and cost of vocational, technical, and adult education in future years.

Texas Legislation

The Texas State Advisory Council for Technical-Vocational Education was the first state council to be established under state statute. The initial legislation specified the purpose of the Council: "...to cause to be established a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state" (S.B. No. 261, Section 3).

Texas Legislative Committees, 1967-1969

Two committees functioning in the interim period prior to the 61st Congressional Session (which met in January, 1969) laid the ground work for the ensuing passage of important legislation. Interim Committees of the House and Senate were formed by the 60th State Legislature to study vocational education. The two committees held hearings throughout the State and presented reports to the 61st session of the legislature.

"The House Education Committee Report, Vocational and Technical Education, 1968" was the final product of the interim study group chaired by the late George T. Hinson, Representative from Mineola. A total of ten public hearings were conducted by the House Standing Committee on Education during its study of technical-vocational education. Recognizing the need for an advisory agency, the study group, in Recommendation B of the report, suggested the creation of an advisory council on vocational-technical education.

"To Bridge the Gap, Report of the Senate Committee on Vocational-Technical Education, 1969" was the title of the document produced by the Senate Committee chaired by Senator Chet Brooks, Pasadena. The Committee held hearings in all sections of the State and heard testimony from representatives of labor, industry, and the education system. In the committee report, Recommendation Three called for the formation of an advisory council on vocational-technical education. This report also explained why an advisory council was needed:

> Very little effective, long-range planning has been done for Vocational or Technical Education. This largely is the result of inadequate state funding and a reliance on formulas dictated by the federal authorities.

> If Texas is to avoid the wasting of money on unnecessary programs and needless duplication of effort, it must secure the benefits of long-range planning immediately. Such planning is best done by an entity composed of educators and interested laymen which has the assistance of capable staff (p. 34).

Technical-Vocational Education Act of 1969, S.B. 261

The two reports of the legislative interim committees became the basis for the draft of Senate Bill 261 which was sponsored by Senator Chet Brooks, who was also chairman of the Committee on State Departments and Institutions. S.B. 261 was referred to this Committee on February 19, 1969. It was reported back to the Senate with the recommendation that it be enacted. It was passed by the House on April 22, 1969.

Senator Brooks reported, in a discussion of S.B. 261, that the lack of opposition to the bill was probably due to the thorough work completed by a special committee organized to develop the legislation. The various professional organizations within vocational education were represented on the special committee and they promoted the bill throughout the State. S.B. 261 became Chapter 31 of the Texas Education Code which is the collection of rules and regulations used to govern the public schools of Texas. Three members of the previous state advisory committee were appointed to the new council which met for the first time on March 4, 1969.

Texas Legislature, S.B. 267 and H.B. 1673, 1975

The enactment of these bills amended S.B. 261 by increasing the membership of the Council from 21 members to 24 members. The duties of the Advisory Council were also expanded to include making recommendations about methods

and programs through which increased numbers of physically and mentally handicapped individuals might effectively benefit from vocational education.

Texas Legislature, S.B. 283, 1977

Senate Bill 283 amended sections of the Texas Education Code (S.B. 267 and H.B. 1673, 1975) relating to the membership, qualifications, terms and duties of the Advisory Council for Technical-Vocational Education. The actual number of membership categories was increased to twenty-four even though the number of Council members remained the same. The membership term was changed from six years to three years, and the duties of the Council were increased to include more communication with the State Manpower Services Council.

Summary

For the past decade, the Texas legislature has responded to the Federal initiatives and provisions of the Vocational Education Amendments of 1968 and the Education Amendments of 1976. The enabling legislation of 1969 (S.B. 261) has been updated and revised to reflect the increased emphasis on wider representation by the total Council membership. The necessity for establishing communication linkages between the Council and other State agencies with primary interests in vocational education has become a high priority. As a result, Council duties and responsibilities have been expanded; thus, the Council has assumed a more important identity within vocational education.

Council Membership

Membership Selection

In Public Law 90-576 (The Vocational Education Amendments of 1968), individual states were required to establish a State advisory council. Members were to be appointed by the Governor or by the State Board in those states where board members are elected. Originally, the membership of the State Council was comprised of persons representing nine (9) membership categories which were identified in the legislation.

Texas legislation, S.B. 261 (1969), prescribed that the Council would consist of 21 members appointed by the State Board of Education for six-year terms after recommendation by the Governor and subject to confirmation by the Senate. The membership was to represent 17 different categories with one having two members and another having four. Later, Texas S.B. 267 (1975) required that the Council consist of 24 members appointed by the State Board of Education after recommendation by the Governor and subject to confirmation by the Senate. Members were to represent 20 different categories with one including four members and another including two members.

The Education Amendments of 1976 (P.L. 94-482) specified that persons serving on a State advisory council would be appointed for terms of three years. Also, a majority of the Council's members must not be educators or administrators within the field of education. There were 20 categories defined and it was noted that individual members of the advisory council

may not represent more than one of the specified categories. In appointing individuals to the council, the Governor or the State Board of Education, as the case may be, must insure that there is appropriate representation of both sexes, racial and ethnic minorities, and the various geographic regions of the State. Texas S.B. 283 (1977) changed the length of terms defined in state legislation from six years to three years. Four additional membership categories were also added to conform to the requirements of P.L. 94-482. These categories were to provide membership representation for non-profit private schools, state correctional institutions, vocational education teachers, and women with background and experience in employment and training programs.

Membership Appointment

The members of the Texas Council are appointed by the State Board of Education after recommendation by the Governor and confirmation by the Senate. In making recommendations to the State Board, the Appointments Secretary of the Governor obtains the names of suggested persons to be considered for membership to the Council. This information may be forwarded by the Executive Director of the Council, staff persons within the Texas Education Agency, or any others as deemed necessary and appropriate.

Prior to recent appointments, in a letter to the State Board of Education, the Executive Director of the Texas Council stressed the concern regarding the underrepresentation of women on the Council. In the suggestions for persons qualified to represent the categories vacant on the Council, the Executive Director included women's names which had been

supplied by the Texas Political Women's Caucus. Of the thirteen names provided by the TPWC, one was recommended by the Governor to fill the vacancy allocated for "individuals familar with public programs of vocational education in comprehensive secondary schools." Sixteen of the twenty-four individuals suggested by the Executive Director were women.

An examination of the appointments to the Council's current membership indicates that there is presently a relatively even distribution of appointments made prior to 1975, during 1975, and in 1977. Among the current members, seven (7) persons - 28% - were appointed prior to 1975; nine (9) individuals - 38% - were appointed in 1975; and eight (8) members - 34% - were appointed in 1977.

The "staggering" of appointments to the Council reflects the administrative provisions noted in the Texas Education Code which includes the following with respect to the term of membership:

> except for the initial appointees, members of the Council hold office for staggered terms of three years. Initial appointment of the Council shall be made on or immediately following September 1, 1977. Eight appointments will be made for the term which shall expire August 31, 1978, eight appointments will be made for the term which will expire August 31, 1979, and eight appointments will be made for the term which shall expire August 31, 1980, or at the time their successors are appointed and qualified (Texas Public School Law Bulletin, Chapter 31.13, Terms).

Membership Representation

The Vocational Education Amendments of 1976 specifically identify the types of members to be appointed to the Advisory Council. When appointing members, the State Board of Education must insure that there is appropriate representation of both sexes, racial and ethnic minorities, and various

geographic regions of the State. A breakdown of the 24 members of the Texas Advisory Council for Vocational-Technical Education according to these characteristics is presented in this section. (See Chart 1.)

Table 1 illustrates the composition of the Council membership by sex: males comprise 83% of the group with females representing 17%. These percentages are contrasted with additional information indicating the percentage of males (49%) and females (51%) within the working-age population of the State of Texas; it has also been documented that 61% of the actual labor force were males and 39% were females during 1976.

A summary of the representation of racial and ethnic minorities is provided in Table 2. The composition of the Council includes 18 Caucasians (75%), 2 Blacks (8%), and 4 Chicano (17%). The actual distribution of ethnic groups within the State of Texas in 1970 was 69% Caucasian, 13% Black, and 18% Chicano. The percentages of persons from each ethnic group actually employed in Texas during 1978, according to the Texas Employment Commission, were: Caucasian - 74%; Black - 11%; and Chicano - 15%.

Chart 2 indicates the percentage of Council members representing each of the six geographic regions in the State. The regions, with the respective percentage of membership on the Council, include: Central Texas - 29%; Southern Texas - 16%; Northern Texas - 13%; Eastern Texas - 8%; Western Texas - 13%; and the Gulf Coast - 21%. The smallest representation to the Council is from Eastern Texas; the largest representation is from Central Texas. In the latter case, this is not totally unexpected because the central offices of various organizations and agencies interested in vocational education are located in the Austin area.

Chart 1: Council Membership Categories

Provisions of the Education Amendments of 1976 require Council membership to include representatives of:

1. Management
2. Labor
3. Agriculture
4. Industrial and Economic Developement Agencies
5. Community and Junior Colleges
6. Other Post-Secondary Institutions
7. Vocational Educators, (Not an Administrator)
* 8. Vocational Education in Comprehensive Secondary Schools
9. Non-Profit Private Schools
10. Vocational Guidance and Counseling
11. State Correctional Institutions
12. Local Level Vocational Teachers
13. Local Level Superintendents or Administrators
14. Local School Board Members
15. State Manpower Services Council
16. Disadvantaged
* 17. Women in Employment and Training Programs
* 18. Handicapped
19. General Public
* 20. Vocational Students

* Women Members

Chart 1 (continued)

State statutes of Texas require Council membership to include additional representatives of:

21. Teacher Education Programs
22. Post-Secondary Technical Degree Programs
23. Poor and Disadvantaged
24. Proprietary Vocational-Technical Schools

Table 1: Membership Representation by Sex

	# of Members	% of Membership	% in State of Texas[1]	% Employed[2] in Texas
Males	20	83%	49%	61%
Females	4	17%	51%	39%
	24	100%	100%	100%

[1] Skrabanek, R.L. and W.K. Upham, The Population of Texas, Tex. Agri. Exp. Sta. Bul. 1141, College Station: Texas A&M University, 1974.

[2] Bureau of Labor Statistics, Region VI, Dallas, Annual Average for 1976, State of Texas.

Table 2: Membership Representation by Racial and Ethnic Background

	# of Members	% of Membership	% in State of Texas[1]	% Employed[2] in Texas
Caucasian	18	75%	69%	74%
Black	2	8%	13%	11%
Chicano	4	17%	18%	15%
	24	100%	100%	100%

[1] Texas Almanac, The Dallas Morning News, 1978-79
(Percentages represent State's population in 1970)

[2] Affirmative Action Packet, Texas Employment Commission, May, 1978

Chart 2: Representation of Various Geographic Regions in the State.

...Central Texas

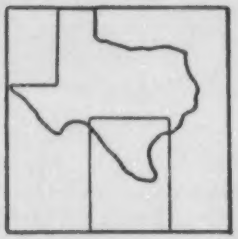
Austin	5	
Waco	1	29%
College Station	1	
	7	

...Eastern Texas

Kirbyville	1	
Palestine	1	8%
	2	

...Southern Texas

Brownsville	2	
Harlingen	1	16%
San Antonio	1	
	4	

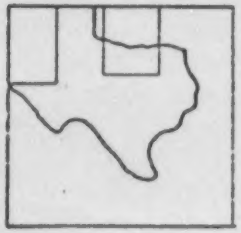


...Western Texas

Abilene	1	
El Paso	1	13%
Plainview	1	
	3	

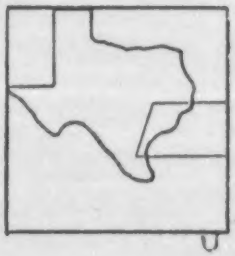
...Northern Texas

Dallas	2	
Ft. Worth	1	13%
	3	



...The Gulf Coast

Houston	3	
Huntsville	1	21%
Lake Jackson	1	
	5	



In addition to the above categories of representation, the Vocational Education Amendments of 1976 includes a section which indicates each State advisory council shall have as a majority of its members persons who are not educators or administrators in the field of education. The current membership representation from education, business, and industry is presented in Table 3.

Table 3: Membership Representation of Education, Business, and Industry

	# of Council members	% of membership
Education	11	46%
Business	6	25%
Industry	5	21%
Politics	1	4%
Student	1	4%
	24	100%

Of the current members on the Texas Advisory Council, 46% of the individuals are directly associated with the field of education in some professional capacity; 54% of the membership represents business, industry, politics, and students.

Attendance and Participation

The membership of the Council, as a whole, has maintained a 72.7% attendance rate; the attendance record is 79.7% when members are credited with attendance if they were represented by substitutes at the meetings. The overall attendance record for the Council in 1977 is presented in Table 4. The first two columns represent the attendance of the member or a substitute; the second two columns indicate the attendance rate for the appointed member only. The attendance rate for individual members ranged from 100% by one member to 3.2% by another. However, it should be noted that there is a wide gap between the two lowest percentages. Also, eighteen of the twenty-three members listed in Table 4 (one member resigned in May, 1977) have attendance records of 75% or better.

Table 5 indicates the participation of Council members on committees and the attendance record for committee meetings. Council committees include the following: Executive Committee, Steering Committee (chairpersons of other committees), Adult Education and Special Services Committee, Joint Committee (attendance data not available), Industry/Education Committee, and the State Plan Committee. The percentage of attendance at committee meetings is reflected in the overall attendance record shown in Table 4.

Table 6 provides attendance information for the seven (7) Council meetings held in 1977, a recent and representative year, and the percentage of attendance for each appointed Council member at the general meetings. Individual attendance at the Council meetings ranged from 100% (attended all seven meetings) to 0% (missed all seven meetings) with an average attendance

Table 4: Overall Attendance of Council Members, 1977

The first two columns represent the attendance of the member or a substitute; the second two columns show the attendance of the member only.

Council Member	Mtg. Attend./ Absence[1]	Rate of Attend.[1]	Mtg. Attend./ Absence[2]	Rate of Attend.[2]
A	48/0	100.0%	48/0	100.0%
B	41/1	97.5%	41/1	97.5%
C	100/4	96.0%	100/6	94.0%
D	66/6	90.9%	66/9	86.3%
E	100/12	88.0%	100/15	85.0%
F	116/18	84.0%	116/18	84.4%
G	149/26	82.5%	149/26	82.5%
H	28/5	82.1%	28/5	82.1%
I	114/13	88.5%	114/21	81.5%
J	38/6	84.2%	38/7	81.5%
K	35/8	77.1%	35/8	77.1%
L	130/27	79.2%	130/30	76.9%
M	30/5	83.3%	30/7	76.6%
N	32/8	75.0%	32/8	75.0%
O	126/27	78.5%	126/32	74.6%
P	81/17	79.0%	81/23	71.6%
Q	82/18	78.0%	82/29	64.6%
R	38/8	78.9%	38/14	63.1%
S	27/12	55.5%	27/12	55.5%
T	34/13	61.7%	34/16	52.9%
U	61/23	62.2%	61/36	40.9%
V	49/27	44.8%	49/29	40.8%
W	93/44	52.6%	93/90	3.2%

[1]Computations based on attendance of Council member or substitute

[2]Computations based on attendance of Council member only

Table 5: Attendance and Participation of Council Members, 1977 Committee Meetings

	January 27	March 15	March 31	April 5	April 25	May 2	May 26	July 28	August 16	August 31	September 12	September 14	September 30	October 6	October 26	October 27	November 4	November 10	November 17	November 18	December 22
EXECUTIVE COMMITTEE																					
A								P	P												
G								P	P												
I								P	P												
O								P	A												
STEERING COMMITTEE																					
A			P							P				P							
D			P																		
E			P							P				P							
G			A							P				A							
I			P							P				P							
J			P							A				P							
L			P							P											
O			A							A				A							
ADULT EDUCATION AND SPECIAL SERVICES																					
B	P			P	P		P					P		P	P	P	P		P	P	
K	A			A	P		P					P		P				P			
L	P			P	A		P					P			P	P		P			
P	A			P	A		P					P		P	P						
U	A			A	S		S					A		S							
V																					
JOINT COMMITTEE																					
M	Attendance data not available																				
O																					
Q																					

Table 5: Attendance and Participation of Council Members, 1977 Committee Meetings (cont.)

	January 27	March 15	March 31	April 5	April 25	May 2	May 26	July 28	August 16	August 31	September 12	September 14	September 30	October 6	October 26	October 27	November 4	November 10	November 17	November 18	December 22
INDUSTRY/EDUCATION COMMITTEE																					
D		P				P	P														
H		A				P	P						A								
N		A				A	P						P								
O		A				A	P						A								
Q													A								
R		A				S	A						P								
T		A				A	A						P								
STATE PLAN COMMITTEE																					
C					P						P										P
E					P						P										P
F					A						P										A
J					A																A
M					S						A										P
S					A						A										A
W					A																A

P = Present
A = Absent
S = Substitute
Blank = Information not available

Table 6: Attendance and Participation of Council Members, 1977

COUNCIL MEMBERS	February 15	March 15	May 3	June 23/24	August 16	October 6	November 7/9	% Attendance Council Meetings*
A	P	P	P	P	P	P	P	100%
B	P	P	P	A	A	P	A	57%
C	P	P	P	P	S	P	P	86% (1 sub)
D	P	P	P	P	S	P	P	86% (1 sub)
E	P	P	P	P	P	P	P	100%
F	P	A	A	P	P	P	P	71%
G	P	P	P	A	P	A	A	57%
H	P	A	P	A	A	A	A	29%
I	P	P	P	P	P	P	P	100%
J	P	P	P	A	P	P	A	71%
K	P	A	A	P	A	P	P	57%
L	P	A	P	P	P	P	A	71%
M	P	A	P	A	S	A	P	43% (1 sub)
N	P	A	A	P	P	A	A	43%
O	A	P	P	A	P	A	P	57%
P	P	P	P	A	P	P	P	86%
Q	A	P	S	S	P	P	S	43% (3 subs)
R	A	A	A	P	P	P	P	57%
S	A	A	A	P	A	P	A	29%
T	P	A	A	S	P	A	A	29% (1 sub)
U	S	S	S	S	P	S	S	14% (6 subs)
V	A	A	A	A	A	A	A	0%
W	A	S	S	S	S	A	A	0% (4 subs)
X	P	A	A	Resigned May 7, 1977				

*Representation by a substitute was not included in computations to determine the rate (percentage) of attendance.

NOTE: "P" = Present; "A" = Absent; "S" = Substitute

rate for the seven meetings in 1977 of 55%.* If there was a substitute in attendance at the Council meetings, it is noted in Table 6. If the attendance rate is computed with the inclusion of substitute representation, the attendance percentage increases to 66%.

Council Implementation

This portion of the assessment of the Advisory Council for Technical-Vocational Education in Texas is an attempt to document the performance of the membership and staff from an operational perspective. This section will be divided into four general areas which will include: the Council position within the govermental structure, the duties and responsibilities of the Council, the duties and responsibilities of the Council staff, and the program of work for the Council during 1977-78. (References will be made to the supporting information provided in the appendices.)

Council Position Within the Governmental Structure

The Advisory Council for Technical-Vocational Education in Texas (ACTVE) is mandated by federal and state legislation. There are 24 members on the Council who are recommended by the Governor, appointed by the State Board of Education, and confirmed by the Texas Senate. The position of the Council within the governmental structure is illustrated on Chart 3 which is entitled "Organization and Responsibilities of the Advisory Council for Technical-Vocational Education in Texas."

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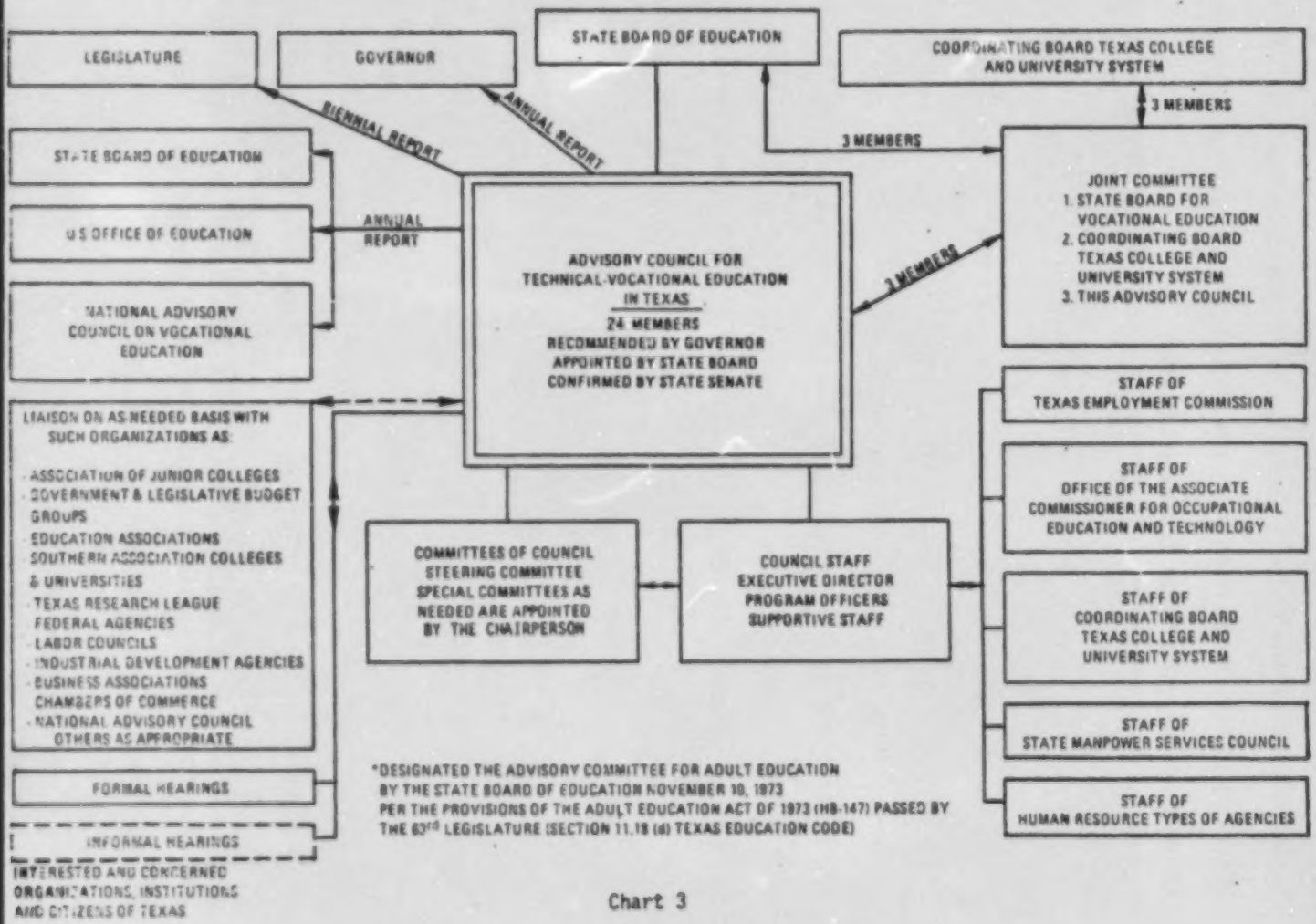
*Representation by a substitute was not included in computations to determine the rate (percentage) of attendance.

ORGANIZATION AND RESPONSIBILITIES OF
THE ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL
EDUCATION IN TEXAS*


LEGISLATURE
GOVERNOR
STATE BOARD OF EDUCATION
COORDINATING BOARD TEXAS COLLEGE AND UNIVERSITY SYSTEM
3 MEMBERS
BIENNIAL REPORT
ANNUAL REPORT
3 MEMBERS
STATE BOARD OF EDUCATION
US OFFICE OF EDUCATION
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION
ANNUAL REPORT
ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS
24 MEMBERS
RECOMMENDED BY GOVERNOR
APPOINTED BY STATE BOARD
CONFIRMED BY STATE SENATE
3 MEMBERS
JOINT COMMITTEE
1. STATE BOARD FOR VOCATIONAL EDUCATION
2. COORDINATING BOARD TEXAS COLLEGE AND UNIVERSITY SYSTEM
3. THIS ADVISORY COUNCIL
LIAISON ON AS NEEDED BASIS WITH SUCH ORGANIZATIONS AS:
- ASSOCIATION OF JUNIOR COLLEGES
- GOVERNMENT & LEGISLATIVE BUDGET GROUPS
- EDUCATION ASSOCIATIONS
- SOUTHERN ASSOCIATION COLLEGES & UNIVERSITIES
- TEXAS RESEARCH LEAGUE
- FEDERAL AGENCIES
- LABOR COUNCILS
- INDUSTRIAL DEVELOPMENT AGENCIES
- BUSINESS ASSOCIATIONS CHAMBERS OF COMMERCE
- NATIONAL ADVISORY COUNCIL
OTHERS AS APPROPRIATE
COMMITTEES OF COUNCIL
STEERING COMMITTEE
SPECIAL COMMITTEES AS NEEDED ARE APPOINTED BY THE CHAIRPERSON
COUNCIL STAFF
EXECUTIVE DIRECTOR
PROGRAM OFFICERS
SUPPORTIVE STAFF
STAFF OF TEXAS EMPLOYMENT COMMISSION
STAFF OF OFFICE OF THE ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY
STAFF OF COORDINATING BOARD TEXAS COLLEGE AND UNIVERSITY SYSTEM
STAFF OF STATE MANPOWER SERVICES COUNCIL
STAFF OF HUMAN RESOURCE TYPES OF AGENCIES
FORMAL HEARINGS
INFORMAL HEARINGS
INTERESTED AND CONCERNED ORGANIZATIONS, INSTITUTIONS AND CITIZENS OF TEXAS

*DESIGNATED THE ADVISORY COMMITTEE FOR ADULT EDUCATION BY THE STATE BOARD OF EDUCATION NOVEMBER 10, 1973 PER THE PROVISIONS OF THE ADULT EDUCATION ACT OF 1973 (HB-147) PASSED BY THE 63rd LEGISLATURE (SECTION 11.18 (d) TEXAS EDUCATION CODE)

Chart 3

The Council is required to prepare an annual report on vocational education in Texas and make recommendations, based on the data and information gathered, to the Governor, the State Board of Education, the U. S. Office of Education, and the National Advisory Council on Vocational Education. A biennial report is written and presented to the Texas legislature. This report includes a review of the Council activities and the annual report for that particular year. Attachments are added as necessary to include proceedings of the Governor's Conference and any pertinent publications of the Council.

Within the governmental structure of Texas, a Joint Committee has been established. Senate Bill 261 provides the legislative mandate for the purpose, composition, and duties of this committee:

> Sec. 19. There is hereby created a joint committee for the purpose of advising the two participating boards, the State Board for Vocational Education and the Coordinating Board, Texas College and University System, in coordinating approval and funding of vocational-technical occupational programs and vocational-technical teacher education programs offered or proposed to be offered in the colleges and universities of this state.
>
> Sec. 20. Said committee is to be composed of three (3) members from the State Board for Vocational Education appointed by the Chairman of the Board, three (3) members from the Coordinating Board, Texas College and University System, appointed by the Chairman of the Coordinating Board, and three (3) members from the Advisory Council appointed by the Chairman of the Advisory Council, so that program approval and program funding may be compatible endeavors.
>
> Sec. 21. It shall be the duties of this committee to hold regularly scheduled meetings for the purpose of coordinating and developing planning efforts of the two boards, their staffs, and advisory personnel through the exchange of information and through the development of suggestions and recommendations.

The Joint Committee serves as a linkage between the Council, the State Board for Vocational Education, and the Coordinating Board. The members comprise a study and/or work group which examines issues related to post-secondary vocational education programs in Texas.

In addition, the Advisory Council as a whole interfaces with organizations such as the Association of Junior Colleges, government and legislative budget groups, education associations, the Southern Association of Colleges and Universities, the Texas Research League, Federal agencies, labor councils, industrial development agencies, business associations, various Chambers of Commerce, and others. The Council staff, including the Executive Director, Program Officers, and supportive staff, also communicate as needed with the Texas Employment Commission; the Office of the Associate Commissioner for Occupational Education and Technology, Texas Education Agency (TEA); the Coordinating Board, Texas College and University System; the Texas Manpower Services Council; and other human resource agencies.

In a continuing effort to enhance communications between the Council and the State Board of Education, an informal ad hoc task force has been formed. The membership of this task force includes three Council members and four State Board members. The purpose for which the group was established is to increase communication and understanding between the two groups. The four State Board members in the task force include the chairperson of the State Board, one individual representing the Administration and Finance Committee, one person from the Programs and Personnel Development Committee and the chairperson of the Joint Committee.

Within the Texas Education Agency, there are no formal meetings of the entire Agency staff; however, there are meetings of the Executive Planning Commission (EPC) and the Commissioner's Coordinating Council (CCC). The Executive Director of the Advisory Council receives a summary of the meetings held by both groups. The Council is also invited by the Texas Education Agency to have representatives participate in the review of research proposals and serve on the State Plan task force. Furthermore, in an attempt to keep the Council informed, the Executive Director receives the same correspondence from the Agency that an Associate Commissioner receives. In addition, the Director of Secondary Programs, Occupational Education and Technology, Texas Education Agency, forwards copies of pertinent correspondence to the Executive Director.

Duties and Responsibilities of the Council

The purpose of the Council has been defined as the following: "to establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state." The Council is responsible for "...planning, recommending, and evaluating educational programs in the vocational, technical, adult education, and manpower training areas at the state level in the public secondary and post-secondary education institutions and other institutions ...." (Texas School Law Bulletin, Section 31.13, Powers and Duties).

The seventeen duties of the Council, as defined by Texas statutes, are listed in Appendix A; they serve as the basis for the operation of the

Council in terms of assignments, activities, and product development engaged in by the staff and members. While the contents of the duties outline specific responsibilities, the intent is that the Council will recommend and evaluate, suggest, encourage, identify, comment, and provide support for both State and local programmatic efforts within vocational-technical education. The functions and responsibilities of the State Advisory Council as defined in the Federal Register (October 3, 1977, Vol. 42, No. 191) are listed in Appendix B.

Council Activities, Assignments and Products

Most of the activities and duties of the Council are handled via committee assignments which are supplemented with staff support. The Executive Committee serves as the primary unit responsible for implementing policies and directives of the Council; it is comprised of the current chairperson, vice-chairperson, and immediate past chairperson. This committee also advises the Executive Director on Council matters which do not require the attention of the full Council. In addition, there is a Steering Committee which is responsible for providing the overall direction to Council efforts. This committee reviews duties of the Council as mandated by state and federal legislation; reviews and assigns Council projects to appropriate committees; and reviews committee guidelines and recommends needed changes. The remaining standing committees of the Council include the following: the Planning and Evaluation Committee, the Industry/Education Committee, the Adult Education and Special Services Committee, and the Public Forum Committee.

A complete summary of the guidelines for the Council's committees and the respective committee assignments for each calendar year are developed by the Council membership and staff. The specific committee assignments outlined in an extended program of work are classified according to federal statutes (as outlined in USOE regulations), state legislation (as defined in the Texas Education Code), and topical areas of interest identified by the Council itself. The detailed program of work prepared by the Council staff and approved by the membership is organized in terms of singular responsibilities/concerns which have been subsequently assigned to respective committees for their attention and action.

The products of the Advisory Council are primarily a variety of publications which include reports to the Governor, reports to the State Board of Education, reports to the Legislature, Council brochures, summaries of Annual Reports for use in public forum meetings, proceedings/reports on public forums, legislative directed studies, and others as necessary for furthering the improvement of vocational education within Texas. A complete list of the Council publications from 1969 until the present is provided in Appendix C. In addition, there have been several audio-visual presentations produced for use by the Council and its constituency groups or other interested parties; a monthly newsletter is also disseminated throughout the State.

Council Staff

Currently the Council staff consists of an Executive Director, three program officers, an administrative technician, a clerk, and a secretary.

These seven persons have duties and responsibilities assigned and monitored by the Executive Director and Steering Committee of the Council. A detailed outline of the activites and assignments for each staff member has been developed and a numerical system has been used to identify secondary and supervisory responsibilities. In most cases, the supervisory responsibilities are assumed by the Executive Director. The activities and functions of others include staff support of Council committees and various additional assignments. Staff participation is also required in recurring meetings; the maintenance of data and information files; developing, conducting, analyzing and reporting studies; and compiling information.

A position description has been formalized for each of the program officers. Each description provides general information, a specification of the work to be performed, and a listing of general qualification requirements including experience and education. To provide assistance in fulfilling the general responsibilities/concerns formulated within the Council's plan of work, a program officer is assigned to facilitate the efforts undertaken by each committee of the Council. In essence, the program officer performs whatever functions are necessary to aid the individual committees in completing assigned directives and meeting specific objectives.

The evaluation of the staff is a continuous activity which is complemented periodically by a semi-formal assessment. The Executive Director of the Council is evaluated by the Steering Committee. The program officers and other staff members are evaluated by the Executive Director. The list of staff activities and functions are used as the basis for staff evaluation.

Council Independence and Funding

The Advisory Council has recently been declared a separate State agency in Texas. This was confirmed by an Attorney General's Opinion as of January 23, 1978. In response to a question concerning travel reimbursement to the Executive Director, the Attorney General concluded that the Advisory Council for Technical-Vocational Education in Texas is an independent State agency. This separation of the Council from other State agencies becomes even more apparent after examining the support of the Council in terms of the various sources of operating funds. The figures (approximate) for 1978 are as follows:

Source	Amount
U.S. Office of Education	$150,000
General Revenue (Texas)	50,000
Total Without TEA Appropriation	200,000
Support from Texas Education Agency (TEA)	50,000
Approximate Total of Operating Budget (1978)	$250,000

Obviously, in terms of funding, the Advisory Council is largely independent of the Texas Education Agency. The latter is responsibile for providing office space, support services, a secretary, and the telephone.

Council Meetings (1969-1977)

A synthesis of the minutes for the meetings held by the State Advisory Council for Technical-Vocational Education involved a review, analysis, and summary of the documentation available on (1) regular Council meetings; (2) forums, hearings, and public meetings; and (3) meetings of Council sub-committees.* For the purpose of clarity, this synthesis has been reported as a yearly synopsis of all Council meetings. The reason for selecting this particular format was two-fold. First, it established a reasonable time frame for summarizing the information gleaned from the minutes; second, the work of the Council within each type of meeting complements that of the other meetings and should therefore be reported simultaneously.

1969

During this calendar year, the Advisory Council dealt with matters of both a procedural and substantive nature. Quite naturally, many of the initial meetings concerned the establishment and activation of the Council. And, as with similar organizations, the Council attempted to more specifically define its functions and responsibilities in terms of the duties enumerated in the national legislation and Senate Bill 261 (Texas). From an operational perspective, considerable time was spent orienting the Council's membership, determining the Council's position within the governmental structure (i.e. its relationship with the Higher Education Coordinating

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*See Appendix D for a listing of minutes available for meetings held by the Council from 1969 through 1977.

Board and the State Board for Vocational Education), and the organization of the Council. There was an election of officers, the establishment of committees, securing of office space, and the hiring of staff. The initial six sub-committees formed by the Council were: Steering Committee, Committee on Funding, Committee on Needs of Texas, Committee on Programs, Committee on Role and Scope of Institutions, and Committee on Resources.

The substantive concerns of the Council during this first year focused on the lack of up-to-date data and information which could be used within vocational education for planning purposes. In addition, the plan of work for the year included (a) several on-site visitations during November to examine operating vocational education programs, and (b) the development of several reports: Report on Senate Resolution 865, Report to the Governor, and Report to the State Legislature.

The Steering Committee

This particular committee concerned itself with a wide variety of activities and topics for discussion. The members of the committee were responsible for further delineating the functions and duties of the Council, interviewing potential staff members, and assisting in the formulation of rules and regulations for the internal operations of the Council.

The committee members were also responsible for highlighting the advisory function of the Council, preparing a long-range plan of work, and addressing several specific issues and concerns. In the first instance, they identified three major audiences with which the Council would interface: the leadership of education in Texas, the Texas legislature, and the "working community" of Texas. In the second case, the committee decided that the

plan of work would involve attending to such activities as assisting in the development of the State Plan, conducting a Governor's Conference, and generating two reports on particular subjects of interest: (a) a cost study of junior college programs and (b) "The Source, Management and Application of Public Funds in Texas Used in Vocational-Technical Education". Finally, several topics which received considerable attention from this committee included the types of vocational training which were available within the State (e.g. defense department programs, O.E.O. programs, Job Corps, etc.); the supply, quality, and certification of vocational education teachers; financing of post-secondary vocational-technical programs; area vocational schools and the lack of funding for construction and equipment; and vocational education programs within private institutions.

The Committee on Needs of Texas

The work of this committee was directed to identifying and measuring the needs of Texas with respect to vocational-technical education. Input was sought from such sources as the staffs of the Texas Employment Commission, the Criminal Justice Council, and the Office of Comprehensive Health Planning. The committee was seeking information about the number of persons within the State who are unemployed and the need for specific manpower services. It was expected that the Council would prepare reports on the manpower needs of Texas and also the problem of interfacing vocational programs with those needs.

Other Committees

As a participating member of the Joint Committee, the Council, in conjunction with the Coordinating Board and the State Board of Education, identified the

following topics for further review: the transfer of course credit between similar programs; a listing and review of courses which might be funded according to the appropriation of the Texas State Legislature; legislative intent regarding funding of junior college vocational-technical programs; and the issuance of diplomas and/or certificates for the completion of vocational-technical programs.

Other Council committees directed their efforts to the completion of several reports. The Committee on Programs completed a study on teacher supply. The Committee on Role and Scope of Institutions examined an application of resources by age group. The Committee on Resources focused attention on the identification of unused resources.

1970

Having completed its organization and orientation phase of development, members and staff of the Council initiated an extensive program of work. During meetings of the full Council, there were several major topics which were given considerable attention. They included subjects such as comprehensive manpower planning within the state, preliminary work of the national legislature on manpower legislation, a five-year state plan for adult education, the Texas State Plan for Vocational Education, and the improvement of teacher education. In addition, there was considerable discussion about (1) the establishment and funding of additional area vocational schools within the State and (2) a report of the Texas Research League - "Financing a Statewide Community College System in Texas." (This report was referred to an appointed sub-committee which later in the year recommended that the Council withhold endorsement pending further study of several key issues.)

Much attention was directed to the completion of the Council's Annual Report which was to be submitted to the National Advisory Council and the U.S. Commissioner via the State Board of Education. It was also noted that the Council was responsible for aggregating available data and determining (a) whether the State had achieved its goals as specified in the Plan, (b) to what extent the State's efforts relate to objectives of the federal legislation, and (c) what recommendations might be made to redirect the efforts of the State in view of objectives defined by the federal and state legislation.

In addition to those materials generated by various committees of the Council, several activities of Council members and staff resulted in specific products developed both for internal review by the Council and dissemination to the public. These included a background paper on area vocational schools in Texas developed by the Council staff, a film about technical-vocational education in the State of Texas, the initiation of the ACTVE News*, and the Council's First Annual Report. Specific studies of the Council were concerned with student follow-up at the secondary level, training resources in Texas, and an analysis of the patterns of source, management, and application of public funds in technical-vocational education.

In accordance with its purpose, the Council sought information from a large number of sources. It was expected that this input might be used for comparative analyses and to arrive at some consensus on the status of existing conditions within the State specific to manpower needs and the vocational

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*The ACTVE News is the monthly newsletter disseminated to over 1,000 individuals interested in Texas vocational education.

training available. Members of the Council were sent to examine area vocational schools in other states to gather information which might be pertinent to the concerns being generated about similar schools in Texas. Other individuals were asked to speak to the Council regarding their perceptions of various manpower needs. Guest speakers included staff members of TEA; state legislators; members of the banking, oil, and shipping industries; professional staff of private vocational schools; vocational directors and school superintendents; representatives of the Texas Industrial Commission; the Manpower Planning Staff of the Governor's Manpower Office; staff of the Texas Employment Commission; and members of various health related organizations.

The Steering Committee

The primary responsibility for the review of the State Plan was assigned to this particular committee. Considerable time, however, was spent addressing such issues as the development of area vocational schools, vocational-technical programs in junior colleges, data retrieval systems, and statewide manpower planning. More specific to the operations of the Council, the committee assisted with the development of the Council budget, the assignment of staff activities and duties, and the planning of the regional public hearings. Toward the end of the calendar year, the members of the committee also assisted in formulating a plan of work for the following year.

This committee provided additional assistance and suggestions to the Council staff in the development of several reports: "A Concerned Texas" (A Report to the Governor), the report to the State Legislature, and the First Annual Report.

Other Committees

It was decided by members of the Joint Committee (including those of the Coordinating Board and the State Board of Education) that their group would convene twice a year - during May and October. If necessary, additional meetings would be scheduled. The attention of this group was directed principally to two subjects. First, there was a discussion and final acceptance of the Guide for Planning Post-Secondary Occupational Education and Technical Programs in Texas which was developed by the Texas Education Agency. The committee also reviewed and accepted a proposed revision of formula rates for funding junior college technical-occupational programs.

The Committee on Resources was occupied with the development of guidelines for establishing criteria and priorities for funding area schools. A rapid expansion of post-secondary facilities and programs was recommended with the expectation that there would be sufficient control over this growth to ensure proper interface with secondary programs and the needs of employers. Among others, two important criteria were suggested for consideration with respect to area school programs. First, it was proposed that the programs should be high cost training efforts which local communities could not afford to provide. Second, it was noted that these programs should not be duplicated within the immediate geographic region unless there was substantial student enrollment to justify such offerings.

During the discussions of the Committee on the Role and Scope of Institutions, it was decided that there was insufficient follow-up information available at the secondary level. Members of the committee also felt that

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During the discussions of the Committee on the Role and Scope of Institutions, it was decided that there was insufficient follow-up information available at the secondary level. Members of the committee also felt that

there must be a philosophical approach to the problem of establishing a role and scope for institutions. The remaining time and effort of the committee was spent developing a report about age distribution patterns in vocational-technical programs.

The Committee on the Needs of Texas directed attention to the human, economic, education, and labor force needs of the State. As a consequence of their work, committee members felt it was essential to highlight the need for a common data base which could be used in a wide variety of planning functions. They felt that it was necessary that a common core of data be accessible to such agencies as the Texas Industrial Commission, Texas Employment Commission, Texas Education Agency, State Advisory Council for Technical-Vocational Education, Governor's Manpower Planning Staff, and others who are attempting to provide for the needs of the State. It was, however, emphasized that such a system must be developed to facilitate planning at the local level. Once adequate local information has been generated, it could then be aggregated at the state level for purposes of accounting, reporting, and/or planning.

The Goverror's Conference

This particular conference served as a public forum whereby the citizens of the State could express their opinions regarding the further expansion of technical-vocational programs. The Conference, and the publication of its proceedings, served (1) as a means for the exchange of ideas and (2) to stimulate public awareness of vocational education and its role. The hearing sessions focused on such problems and issues pertinent to vocational

education as: the relevance of education, a management structure for technical-vocational education, evaluation, labor market information systems, long-range planning in education, resources, costs, funding, personnel supply, and personnel development. Speakers attempted to highlight those concerns which seemed to warrant considerable attention while the hearing participants offered their opinions and suggestions. A summary of the conference served to afford some direction for future action by both the Advisory Council and various constituency groups associated with technical-vocational education in Texas.

1971

The efforts of the Advisory Council membership and staff during this year, as documented in the minutes of meetings, were extensive. The Council engaged in fact-finding missions, visited various facilties, and conducted deliberations on substantive issues and concerns. Council members traveled to Dallas, Houston, El Paso, and other Texas cities where they toured a residential manpower center, a vocational-technical school, an Opportunities Industrialization Center, and numerous other facilities. At a meeting early in the year, the Council visited the city of Lubbock to conduct a meeting which was typical of others held throughout the State. In this instance, the role of technical-vocational education in helping to develop the economy of West Texas was the focus of attention. Consideration was given particularly to the need for aiding the transition from an agrarian to an industrial economy in that particular geographic sector of Texas.

Fact-finding efforts of the Council were undertaken through various means such as presentations to the Council by guest speakers, a wide variety

of staff activities, and studies initiated by the Council. Speakers at Council functions included representatives of the Bureau of Adult, Vocational, and Technical Education (Washington, D.C.); the Texas Education Agency; the diverse occupational sectors of the Texas economy; and the participants in the public hearings sponsored by the Council. In addition, input relative to the opportunities for the professional development of vocational educators within the State was secured via a special hearing on teacher education. (See Proceedings: Teacher Education Hearing.) In contrast to reports providing a broad, general overview of technical-vocational education, many of the speakers limited their remarks to specific topics such as: the status of adult and continuing education in Texas in terms of efforts and problems; the Coordinating Board's perceived role in post-secondary education and its relationship to technical-vocational education in terms of planning, development, and program approval; personal opinions of the speakers with respect to various aspects of technical-vocational education (as noted in the public hearings); a review of pilot projects on occupational orientation; and other selected subjects.

In two additional instances, the Council became involved in specific studies. As a result of Senate Resolution 865, the State Advisory Council for Technical-Vocational Education was to conduct a study and evaluation of public education programs (in the field of occupational training) administered, in whole or in part, by more than one State agency. The report of the Council's findings and a summary of their review and recommendations was presented in An Occupational Training Study as Requested by S. R. 865, Sixty-First Legislature. The Council was also awarded a grant to design a particular type of study which was to be conducted later (Texas Education

Product Study). An ad hoc committee was formed to make arrangements for designing the study and to consider such aspects as its implementation and the request for proposals (RFPs) to actually conduct the study.

Other work of the Council served to highlight and reinforce continuing interest in several prevailing issues. These included the study of the Texas Research League concerning the financing of a statewide community college system, the role of the ACTVE as defined by state legislation (SB 261), the development and presentation of the State Plan, the regulation of proprietary schools, training resources and activities in Texas under the administration of the Department of Defense, and state policy on the construction of area school facilities. In addition, the Advisory Council prepared the Second Annual Report and its annual report to the Governor; hosted a joint meeting of the State Advisory Council and the National Advisory Council (in San Antonio); prepared the 1972 Council budget; and reorganized the Council by abolishing all standing committees - except the Steering Committee - and making provisions for creating new committees as needed. Finally, preliminary work was begun on arrangements for the community conferences which were to be held early in 1972. After approval for the conferences was given by the Council membership, a committee was formed to begin finalizing plans with respect to the community leadership to be involved, the guidelines for the conferences, and the dates when each would be held.

The Steering Committee

The Steering Committee chose to examine a wide variety of topics. In addition to offering suggestions on the development of the Council's annual

reports and summaries of hearings, the committee concerned itself with the role of the Council in terms of the Manpower Development and Training Act (MDTA) of 1962 (as amended), a review of state and federal legislation, the focus of the Council's evaluation role in terms of assessing "processes" and/or "products", and forecasting techniques for manpower projections. More specific to the actual programmatic efforts of vocational education, this committee reviewed vocational agriculture and vocational homemaking programs as well as examining the process and product of curriculum development and utilization. The 1972 budget for the Council, the proposals to design the Texas Education Product Study, and the work of both the Committee on Community Conferences and the Priorities Committee were carefully scrutinized by this group.

Because of concern about the effectiveness of the Council and whether or not members had sufficient time to devote to committee work, the Steering Committee reviewed and proposed a possible reorganization of the Council. Noting a preference to enhance committee flexibility and enable the optimal utilization of membership expertise, it was decided that the Council could better fulfill its role by switching from the organization of standing committees to the formation of ad hoc committees as needed. (The results of this decision were noted above.)

The Joint Committee

The work of this committee centered on three special topics. First, area school jurisdictions received the primary focus of attention. The committee examined the possibility and desirability of school consolidations,

a separate management structure for area schools, and the taxing authority to fund such facilities. Second, community college appropriations and fund allocation procedures were reviewed. Funding formulas and the feasibility of providing contingency funds were also examined. Third, state policy regarding the construction of vocational facilities was given careful consideration. It was decided that it might be desirable if such policies were made more definitive.

1972

The work of the Council as noted in the minutes of its 1972 meetings might best be classified according to several foci of discussion: immediate issues, problems, and concerns of the Council; activities of the Council membership and staff; specific reports generated and/or reviewed by the Council; and informative subjects of interest. First, in the area of prevailing issues and concerns, the members of the Council generated considerable discussion about existing manpower policies and programs within Texas. There was substantial interest in the efforts of various state agencies and organizations to develop specific programs and generate manpower statistics. Other issues which were given some attention by the Council involved the analysis of the preliminary State Plan. In general, there was dissatisfaction with the amount of time available to review and react to the Plan. And, linking directly with the efforts of the Texas Education Agency (TEA) and the State Board, much time was spent reacting to the responses to Council recommendations of the previous year. Attention was also directed to the development of career education programs, the implementation of the

Proprietary School Act (HB 333), the possible establishment of the Planning Commission (1202) for Post-Secondary Vocational Programs, and the Education Amendments of 1972 (P.L. 92-318). Also, the inservice programs and activities of the Occupational Programs Division (TEA) were reviewed with respect to the staff time and program leadership provided for the continuing professional development of instructional and ancillary vocational education personnel.

Specific activities of the Council membership which were discussed at length involved preparations for the community conferences, the Spring Conference of the South-Southwest State Advisory Councils, and the Governor's Conference. In addition, there was a review of the Council's plan of work for 1972-1973 and various committee assignments (for the Steering Committee, the Texas Education Product Study Committee, the Governor's Conference Committee, the Professional Development Committee, the State Plan Committee, and the newly formed Committee on Apprenticeship Training). Several individuals were invited to the meetings of the Council to make presentations on skill development training and rehabilitation services within the Windham School District, telecommunications and data systems, law enforcement training, and the industrial arts programs in Texas. Those reports which were the subject of deliberation with respect to their development and/or review included the following: the Third Annual Report of the Council, the Biennial Report to the Legislature, the Third Annual Report to the Governor, and the 1972 report on the community conferences.

The Steering Committee

The work of the Steering Committee during the year dealt with various aspects of planning including a review of both Council activities and the

work of other agencies or groups. The planning efforts of the committee were concerned with (a) preparations for the Governor's Conference in terms of budget, theme, and expected participants; (b) the possibility of serving as the Advisory Council for Adult and Continuing Education; and (c) developing a well-defined role for the Council with respect to its responsibilities for the evaluation of vocational education in Texas. The actual review of work undertaken by the membership of the Council and/or its staff was concerned with Council expenditures, the responsibilities as defined under Section 7 of Senate Bill 621, working papers prepared for the Third Annual Report, and the Council's plan of work for 1972-1973. There was also an analysis of staff studies and activities related to the availability of vocational education in Texas and the development of an occupational handbook. Additional attention was directed to an examination of school finance studies, vocational education administrative policies and procedures, and the responses to previous recommendations of the Council presented in their annual reports. Remaining discussions highlighted implications of the Education Admendments of 1972 (P.L. 92-318), resolutions pending before the State legislature, and comprehensive programs of apprenticeship training in Texas. Finally, the Committee was concerned about strengthening the relationship of the Council to the business-industrial sector of our society and enhancing the effectiveness of local advisory councils/committees.

Other Committees

Documentation of the efforts of other Advisory Council committees appears only in the minutes of the meetings held by the State Plan Committee

and the Committee on Professional Development. Brief comments, however, on the activities of the remaining committees did appear in the minutes of the meetings held by the full Council. The Committee on Professional Development addressed the availability of professional development programs for training vocational educators. Emphasis was also placed on such issues as the criteria of certification, the certification of post-secondary instructors to teach secondary students, inservice training, and the preparation of teachers for the disadvantaged. There was also a discussion of the monies available for professional development activities under the provisions of the Vocational Education Amendments of 1968 (P.L. 90-576, Section 553). The State Plan Committee was concerned with its charge to provide meaningful input to the development of the Plan and to keep the Council informed of this activity. Other concerns of this group were characterized by an interest in the need for adequate supply-demand data to be used in planning. Finally, it should be noted that the work of the remaining committees cited in the general meetings of the Council included a reference to the Joint Committee's discussions of the formula rate to be used for the allocation of contingency funds, increasing the visibility of technical-vocational education programs, and promoting greater financial support.

1973

During this year, the Council membership and staff directed their attention to a variety of substantive concerns and several action-oriented activities. Several individuals representing the Advisory Committee on Career Education, the Governor's Office, the Texas Education Agency, vocational student organizations, institutions of higher education, and Regional

Education Service Centers made special presentations to the Council during the year. These individuals directed their remarks to the subjects of career education, problems of Spanish-speaking Americans, inservice education, the redirection of the education system, teacher education programs, and the functions of regional service centers. Additional time was spent discussing such topics as industrial start-up training, future funding of the Advisory Council, high school graduation requirements, and public school finance (i.e. inequities of the present system and possibilities for reform).

Also, there was discussion of the reports proffered by those members and staff who attended various conferences and meetings (e.g. NACVE/SACVE meeting) throughout the year. Individual members of the Council were asked to give their opinions relative to the future needs of technical-vocational education and the Advisory Council's role in addressing these needs. Also, there was some discussion generated regarding the effectiveness of administrators responsible for vocational education programs at the secondary and post-secondary levels in Texas. Other comments were related to results of the Texas Education Product Study and a vocational education research project which attempted to profile Mexican-American students in vocational education and their problems. In addition, the respective chairpersons intermittently reported on the efforts of the following committees:

Steering Committee
Texas Education Product Study Committee
Professional Development Committee
State Plan Committee
Apprenticeship Advisory Committee
Adult Education Committee

In terms of specific activities initiated by the Council, there were several types of efforts undertaken by the memebership and staff. First, there was considerable planning for the Governor's Conference, the Council's program of work, and the 1974 community conferences. There was a review of (a) the State Plan with some concern noted about the role of the ACTVE in developing the plan, and (b) the Fourth Annual Report to the Governor which underscored the need for a better understanding of the career education concept. The report on Senate Concurrent Resolution 11 concerned the availability and utilization of resources for the professional development of vocational educators, the possibility of receiving recognition for specific technical and professional competencies with appropriate credentials, and a determination of the status of the uniform cost accounting programs of vocational education in post-secondary institutions. Also, the responses to the previous Council recommendations appearing in the annual reports were analyzed; this critique accentuated the need for further deliberations with the State Board in order to establish some dialogue for further study of the recommendations.

The Steering Committee

This committee, at various times during the year, reviewed national legislation; analyzed pending state and federal legislation of interest to vocational educators; and considered possible interaction with the legislature and interim legislative study committees. The committee also helped to plan the Governor's Conference and later evaluated the effort. The immediate plan of work and long-range plans for future Council activities

were discussed with an emphasis on achieving greater visibility by increasing the information disseminated to the public about the Council. In addition to assisting in the development of the final drafts of the Fourth Annual Report and Fourth Annual Report to the Governor, the Steering Committee sought to examine the State's administrative structure for vocational education in light of the responsibilities assigned to the State Board and the Coordinating Board. The group also directed their attention to policy resolutions of the American Vocational Association (AVA) and resultant implications.

Other Committees

The Joint Committee discussed problems of evaluation, certification, inservice training, and teacher training programs available in Texas. This committee also sought to explore alternatives to cooperative programs between junior colleges and senior colleges within the state. In addition, there was discussion of the possibility of having the State Board initiate a pilot project to administer occupational competency tests developed by the National Occupational Competency Testing Institute (NOCTI).

The Professional Development Committee focused its attention on a status report of current professional development activities; the Adult Education Committee examined the State Plan and legislation for adult education; the State Plan Committee assisted in the actual development of the State Plan for Vocational Education.

1974

There were several speakers who made presentations before the Council in 1974. They were representatives of vocational student organizations,

the Texas Education Agency, and professional vocational education associations. The representatives of the TEA discussed (a) guidance services and their relationship to career education and technical-vocational education, and (b) adult education in terms of a status report on programs, financing and research projects. The Council also visited the Southwest Education Development Laboratory, a skills center, and an apprenticeship training center. One meeting was held in South Texas to discuss the economic development of the region and the implications for education.

Planning efforts of the Council focused on several activities including the 1974 Community Conferences, the development of the Fifth Annual Report, and the Fifth Annual Report to the Governor. In addition, a Priorities Committee was established by the Council for the purpose of reviewing legislation related to technical-vocational education.

At various Council meetings, the membership reviewed several studies and additional reports. The studies included the assessment of employer opinions (Texas Education Product Study), several career education projects, and a project on regional planning for occupational education. The reports were those of the State Plan Committee, the Community Conferences, a special report to the State Board outlining items of legislative concern, the Annual Report and the Third Biennial Report to the Legislature. For purposes of discussion, attention was directed to a review of the Comprehensive Employment and Training Act, the budget request of the Council, Advisory Council responsibilities with respect to manpower training and manpower legislation, and alternatives for financing public education and the consequences or implications for technical-vocational education. Consideration was also given to the development of the structure and outline of the State Plan.

The Advisory Council spent a great deal of time assessing the State Board's responses to previous recommendations of the Council. There was considerable effort expended in reviewing past recommendations and synthesizing the perceptions of the individual Council members with respect to the following topical areas:

1. Redirection of Education System and Career Education Implementation
2. Supplementary Delivery System for Education Services
3. Information and Data Systems for Planning and Management
4. Guidance Services
5. Job Development and Support Aspects of Education
6. Adult Education and Services
7. Personnel Development
8. Post-Secondary Institutional Support
9. Public School Occupational Programs
10. Utilization of Local Advisory Councils/Committees
11. State Plan for Vocational Education
12. Proprietary Schools
13. Technical-Vocational Education Curriculum and Materials
14. Financing of Technical-Vocational Education in Texas
15. Serving the Needs of Special Groups
16. Public Awareness of the Needs and Resources of Technical-Vocational Education in Texas
17. Administration of Technical-Vocational Education in Texas

18. Vocational Education Research
19. Evaluation, Planning, and Accountability in Education
20. Coordination of Resources

The Adult Education Committee

Since the ACTVE had been named to serve in the additional capacity of the Adult Education Advisory Committee, there was a renewed interest in this particular subject. This committee of the Council attempted to achieve a definitive overview of the status, types, financing, and administration of adult education programs. The committee attempted to get a clearer perspective of professional development and other needed support services such as curriculum development and guidance. Problems related to dropout rates, inadequate measures of success, and facilities received close attention. Additional consideration was focused on the development of cooperative programs, the utilization of junior colleges, and the contributions of the education service centers.

The work of other committees documented within the minutes of the full Council included primarily the work of the Steering Committee and the Joint Committee. The former spent time reviewing future Council activities while the latter focused attention on the cost of operating and administering junior colleges. There was further discussion by the Joint Committee as to whether or not the formula rates for financing the higher education institutions had included allowances for inflation factors.

1975

Various speakers appeared before the Advisory Council to discuss a variety of topics of particular interest to the group (e.g. the link between industrial arts and career education/vocational education). Two of these presentations were of considerable importance and interest. The Chairman of the State Board addressed the Council and reiterated his personal support for technical-vocational education. He also took the opportunity to announce the new Associate Commissioner for Occupational Education and Technology and identify some of his particular interests in the area of technical-vocational education. In another presentation, the Governor installed new members of the Council. He expressed his concurrence with the Council's call for a redirection of education and underscored the importance of adequate guidance for students and quality technical-vocational programs.

At different times throughout the year, a variety of reports were presented to the membership of the Council. For instance, a guest speaker from the TEA reviewed the School Accreditation Project; other individuals described the work and efforts of the State Apprenticeship and Training Committee and the Industry/Business and Education Personnel Exchange. The members and staff of the Council also reported on several subjects. These included the visit of the Adult Education Committee to the East Texas Co-Op (adult education), the relationship of federal legislation to the report of the General Accounting Office (GAO), and several national conferences. In the case of the latter there was a report on the National Executive Directors Meeting which highlighted the evaluation role

of the Council along with possible activities, the reports to be developed, and needs for improvement.

In addition, the Council continued activities which it had undertaken in the past. For example, there were reviews of previous Council recommendations, the Sixth Annual Reports (to the State Board and Governor), the program of work, and the development of the State Plans (Vocational Education and Adult Education). Other less familiar items discussed in the meetings included the possible inclusion of non-Council members on subcommittees, the governance structure for post-secondary technical-vocational education, a symposium concerned with serving groups with special needs, a proposed revision of ACTVE rules and regulations, and the GAO report which focused on many issues and concerns. There was also an assessment of economic and educational conditions within those cities where the Council meetings were held during the year.

Committees of the Council

The activities of the Steering Committee included the following: planning for a state forum, conducting a cursory review of past efforts in order to structure planning for the future, planning for the 1976 impact Conference, and attempting to delineate committee assignments. Further discussion was directed to the implementation of the area school concept, the development of a quality supply-demand information system, assisting local advisory committees, and suggesting that committee membership could be augmented with non-Council personnel to order to draw on professional expertise.

Available minutes other than those of the full Council documented the work of the Joint Committee and the Adult Education Committee. The first attempted to review and redefine its purposes and duties while, at the same time, addressing various aspects of adult education, the Public Junior College Cost Survey, and programs for the disadvantaged. The second reviewed particular topics of interest such as inservice training, year-around adult education programs, and permanent funding.

1976

In 1976, the Council engaged in an extensive program of work. As usual, the committees reported on their assignments and activities but there was considerable elaboration in terms of their perceived assignments and the activities in which they were involved. Also, there was a continuation of planning and work for the Impact Conference, annual reports, review and approval of the State Plans, hosting of the Governor's Conference, and completion of the Seventh Annual Report.

Those individuals who were invited to make a presentation before the Council included the Commissioner of Education, the Associate Commissioner, the Commissioner of Higher Education, TEA staff (from exemplary programs and guidance), a representative of the Governor's Office and others. In particular, the Associate Commissioner addressed the Council on more than one occassion. In essence, his comments seemed to suggest that he desired the support of the Council and wanted to improve the relationship between the Council and his staff, he also commented on (1) goals and policies of the Division of Occupational Education and Technology (DOET) and (2) the expectation that the organizational structure of the unit would be improved.

An extended presentation by the Commissioner emphasized mutual interests and concerns as well as a desire for quality education to serve individual students. Other presentations highlighted the status and activities of the Career Education Advisory Commission and the State Board policies regarding Advisory Councils.

Additional topics considered by the membership of the Council included the following: a clarification of the adult education concept; the impact of the Comprehensive Employment and Training Act (CETA) in terms of the scope and size of programs within each title of the act and various aspects of management and funding; and an in-depth review of cost studies and funding of post-secondary education. Specific activities of the membership and staff involved the development of a special report to the State Board, a handbook for local advisory committees, the Fourth Biennial Report to the Legislature, and the Special Report of Financing Vocational, Technical, Adult and Manpower Education in Texas. Also, there was a panel discussion held at one of the meetings late in the year ("Impact of Vocational Education for the Handicapped").

Steering Committee

The year was begun by reviewing all pending federal legislation likely to affect technical-vocational education. The most important work of the committee, however, was the review of the Council's organizational and committee structure. The recommendations of the committee were subsequently accepted and implemented by the Council. In addition, the committee worked on developing goals for technical-vocational education in 1985 and formulated assignments for all Council committees in light of future expectations.

Joint Committee

During its meetings, the Joint Committee first sought to establish formal procedures for operation. Having done so, new officers were elected and the members of the group discussed various aims and objectives. In addition, the committee (1) reviewed the flow of funds for technical-vocational education and the agencies involved, and (2) highlighted problems such as the lack of contingency funds to initiate new programs.

1977

Finally, during the last year to be summarized, the Council engaged in several information gathering tours as they had in the past. Substantively, attention was focused on the 1977-1978 program of work, a review of ACTVE responsibilities in light of the passage of the 1976 Amendments, and participation in several regional hearings. Other activities involved the Council's preparation of its Eighth Annual Report and assisting in the development of the State Plans for vocational education and adult education. A considerable amount of time was also spent reacting to the reports of various committees and the suggestions of a consultant hired to review the publications, evaluations, and recommendations of the Council. Other pertinent topics of discussions included comments about the youth employment and demonstration projects funded under CETA, a proposed evaluation of the Council by a project staff at Texas A&M, and a call for the establishiment of a liaison group to clarify the language and meaning of the Council's recommendations and the subsequent responses of the State Board.

Committees

The work of the various committees was characterized by that of the Industry/Education Committee and the Adult Education and Special Services Committee. The former was interested in (a) conducting a survey to determine whether or not local advisory committees were being used effectively, (b) exploring the feasibility of using "paraprofessionals" in vocational education, and (c) increasing the public awareness of technical-vocational education. The latter committee attempted to examine apprenticeship training for minorities and complete four other activities which included: a review of adult education administrative practices, a determination of the cost-effectiveness of adult education programs, the identification of exemplary adult education projects coupled with the dissemination of results; and the assessment of Adult Basic Education (ABE) program effectiveness.

Summary Comments on Minutes of Council Meetings

The review and subsequent summary of the minutes for the Council's meetings lead directly to a critical analysis focusing on several dimensions of Council operations. From a procedural perspective, the Council staff must be credited for maintaining extensive documentation of meetings held by the full Council and the Steering Committee. This information is essential because it serves as a useful resource in the continuing reflection, discussion, and development activities associated with the discharge of Council duties and responsibilities. Another positive aspect concerns the many meetings which have been held in the various geographic regions of the State. The Council has (a) enhanced its visibility to those persons

interested in vocational education, (b) increased public participation in Council activities, and (c) facilitated a great deal of fact-finding.

On the other hand, there were three basic problems associated with the documentation of Council meetings. First, in several instances, the minutes lack an indication of closure for certain items identified on the agenda for respective meetings. As part of the same problem, several actions initiated at different meetings (with the expectation that they would be finalized prior to the next meeting) are not referenced in the minutes of the following meeting. Second, the documentation could have been enhanced if informational items and lists referred to in deliberations of the Council and committees were affixed as addenda to the minutes. Records with this additional information would enable a clearer understanding of the reported discussions, especially after considerable time has elapsed. (If there is concern about the amount of materials being generated, this information might only be included with copies of the minutes maintained in a master file.) Third, even though the Council must be commended for its extensive use of various committees, there are only partial minutes of the meetings held by these groups and their efforts are not always sufficiently documented in the minutes of meetings conducted by the entire Council. Since the committees are responsible for a significant portion of the Council's investigation and deliberation, it might be desirable to consider the feasibility of furnishing a more complete account of such meetings.

From a substantive perspective, the Council has been very effective in the conduct of its meetings. The Council has been concerned about the entirety of Texas as evidenced by (a) the cities where meetings have been held; (b) visitations to a wide variety of institutions, agencies, and

work-settings, and (c) the sources from which information has been sought - the TEA, various governmental agencies, youth, business/industry, and the concerned citizenry. Yet, the Council has been able to maintain a direct focus on individual students - youths or adults - and the services they require. In addition, the Council has assumed a very extended program of work in fulfilling its responsibilities; members and staff have had a great concern for fulfilling their role as an advisory body characterized by a strong commitment to the improvement of vocational education.

Concern for its organizational structure in terms of efficiency and functionalism is also a positive characteristic of the Council. The members and staff have frequently directed attention to their internal and external effectiveness. They have tried to determine whether or not they were accomplishing specified objectives and what effect the Council's efforts were having on vocational education in terms of actions initiated by the State Board of Education and/or the Texas Education Agency. Some attempts to reorganize and improve operations have been successful. For instance, it appears, from the review of Minutes, that there has been a better utilization of committees during the last two years. Committees seem to have assumed a greater number of assignments and responsibilities as defined by definitive goals and objectives.

PART III

ANALYSIS OF COUNCIL RECOMMENDATIONS

Several of the project objectives focused specifically on the recommendations which have been made by the Council since its establishment. These objectives concerned (1) the categorization and analysis of recommendations, (2) the determination of which actions taken by the State Board for Vocational Education were influenced by Council recommendations, and (3) the identification of changes resulting from Council recommendations. Information presented in this section of the report includes an operational analysis of the recommendations and an assessment of their effect according to topical areas. In addition, the basic characteristics of the recommendations have been identified. An attempt was also made to establish their congruency with the information available to the Council.

Operational Analysis of Council Recommendations

The recommendations of the Advisory Council have been categorized into four major areas for review: policy, administration, instruction, and research-evaluation. Such a classification schema affords a general overview of the recommendations and an easily-remembered acronym - PAIR. However, the structure of classification is more than a matter of convenience; actually, it reflects the abstract operational structure of the vocational education system as a whole. A brief summary of the recommendations classified according to each term will follow, but first it is necessary to provide an introductory sketch of the relationship of these terms to each other and of their use as analytical tools.

The first element in the scheme of classification is <u>policy</u>; it is also

the first dimension of operational dynamics. Policy is a general definition of goals and objectives which represent an articulation, in the abstract, of "what" is to be done. From policy, specific programmatic efforts are formulated as a means of attaining goals with a subsequent organizational structure devised for purposes of administration and implementation. Therein, administration becomes the second phase of the operational sequence. After dealing with the concrete problems of "how" programs are to be administered, it is necessary to deal with the implementation of programs and the provision of instruction. As such, the latter becomes the third dimension of the operational schema. Finally, it is imperative that both administration and instruction be reviewed separately or collectively in order to evaluate whether they meet, exceed, or fall short of goals (and expectations) as determined by policy. In addition, policy must be reviewed periodically to ascertain whether it remains relevant to changing social circumstances. Thus, the fourth element of classification, and the last stage of educational operation, is research-evaluation.

Though there is a logical and directional sequence characterized by these stages, there is also a circular and reciprocal relationship between the four elements. The sequence becomes circular when evaluation leads to a revision of policy. An interesting example of both the sequence and circularity of the process is provided by the history of the Advisory Council itself. Although concerned with all four elements previously mentioned, it might be supposed that the Council's major impact has been in the realm of policy. To some extent, this has been a result of the nature and duties of the Council. As an advisory body not directly responsible for administration, instruction or research, it has been extremely active as an evaluating and policy-initiating

force. In addition, it should be noted that the Council, as a liaison agency between the state institutions and the public, has had a great deal of success in promoting vocational education and thereby influencing evaluations of and policy decisions in the popular and electoral arenas. In its last annual report, however, the Council turned from its concern with policy in the abstract in order to focus on the question of administrative structures that exist to implement policy and the inter-relationship between policy making and administration. Policy has thereby been revised, and the contemporary concern is no longer with policy per se, but rather with the policy-administration sequence. Furthermore, this shift was the result of an evaluation wherein the administrative structure of vocational education was assessed as less responsive than it could be to the needs of society and individuals. Therefore, this change affords an illustration of the circularity of the operational sequence as well.

Finally, all four stages of the model and scheme of classification have a reciprocal, as well as a sequential and circular, relationship to one another. A typical example of the way in which various areas can affect and reinforce one another is provided by an analysis of Recommendation IV of 1970:

> RECOMMENDATION IV - Establishment of Industrial Training Programs
>
> Job training and preparation programs are meaningless without jobs waiting for the trainee. Economic development and jobs seek trained manpower. The State of Texas has many communities in desperate need of new jobs. In order to encourage economic development and full employment of our citizens, the Council has the following recommendations:
>
> 1. That the State Board of Vocational Education request discretionary funds for the establishment of a reservoir of industrial and instructional equipment to provide short intensive instructional programs whenever and wherever needed.

2. That the State Board encourage the establishment of a joint task force of appropriate staff members of the Texas Education Agency, Texas Employment Commission, Texas Industrial Commission, the Office of the Governor, and other state agencies and groups, and that it meet at least quarterly to review requirements for new and developing occupations and skills. Recommendations for the appropriate state agency to meet these needs should be made by this joint task force.

3. The Advisory Council supports the establishment within the Texas Industrial Commission of the Office of Director of Industrial Training. The Director would serve as a member of a coordinating committee to be composed of appropriate staff members of the Texas Education Agency, Office of the Governor, and such other state agencies and organizations as would be involved in order to meet such needs. The Council would further support appropriation of discretionary funds to provide training, equipment, supplies, instructional facilities and instructional personnel, when not otherwise available.

The first part of the recommendation is concerned with instruction, the second with evaluation, the third with administration. The structure of the recommendation itself is based on the tacit recognition that all three areas reciprocally influence and reinforce one another.

Policy

"Policy" refers to the general intent of goals and objectives which provide direction for the efforts of a particular enterprise. Over and above specific recommendations for immediate changes, policy establishes the general foci to which there is a commitment of long-term support. In essence, a policy is a guideline not only for the present, but for the future as well. It indicates that which is being pursued or is intended to be pursued, and thereby provides a framework for discrete decisions. Policy also reflects the concerns of the society as a whole and the response of the education agencies to those concerns.

Policy-related recommendations of the early 70's emphasized the need to redirect the educational system in order to implement career education. These recommendations were based on the perceived necessity of better coordinating the needs of individuals, of industry, and of the society as a whole. The Council suggested programs that would not only provide flexibility in meeting the needs of individuals, but would also supply realistic alternatives for career decisions. Since students must be prepared for careers that are needed and available within the economy, policy recommendations were suggested for the development of the most comprehensive and flexible programs and curricula possible. As a complement to the redirection of the education system, a recommendation was made to revise formulas for funding guidance services, and to prepare and assign counselors in accordance with the perceived requirements for effectively implementing the career education concept. 1970;I* 1972;I 1972;IV

Directly related to the proposals for redirection of the education system were recommendations addressing the need for delivery systems in the form of area schools. It was believed that area schools could help overcome the difficulties which small schools, because of their necessarily limited facilities, have in offering a comprehensive vocational program. In the early 70's, a specific recommendation of the Council was 1972;II 1970;III

*As a general means of orientation, references to the major recommendations discussed in the text have been identified by year and number. A complete listing of all Council recommendations appears in Appendix E.

concerned with promoting the maximum possible use of the existing facilities. In more recent years, the Council has continued to show intense interest in the coordination of resources (see the topical list of recommendations prepared by the Council in Appendix F). One result of this concern was the formation of the Joint Committee which was composed of members representing the State Board of Education, the Coordinating Board of the Texas College and University System, and the Advisory Council. 1975;II

The recognition that existing facilities must be used to the greatest possible extent did not, however, prevent the Council from perceiving the need for financing new facilities and programs. An additional recommendation suggested the continued allocation of vocational bonus units in order to insure adequate funding of programs. The Council has continually concerned itself with fiscal matters. For example, recommendations have proposed that support of vocational education at the post-secondary level not be less than support for university-level academic education and that the student contact-hour formula, as a basis for reimbursement, be maintained. Such recommendations were typical of the Council's concern with respect to the financing of vocational education. 1970;XI 1973;II,1 1970;XI 1972;VIII

Since its first annual report, the Council has also devoted much attention to policy on new and developing occupations and skills; it has mentioned the need for guidelines to assist schools in training people in new techniques. 1970;IV

Cooperation of state agencies and the formation of a multi-agency task force was suggested as a means to this end. A further recommendation addressed itself to the implementation and financing of "start-up" training. The Council also occupied itself with proprietary schools as an alternate vehicle for training in new and developing techniques and areas. However, there was concern expressed that such schools should be properly licensed and administered. 1972;V 1970;VI

One of the more significant achievements of the Council in the early years of the decade was the initial attention given to and continuing support for policy on adult education. Prior to 1973, no state law had assigned the responsibility for adult education to the public schools. Later, after the basic legislation had been passed, and again in response to the initiative of the Council, a task force responsible for the review of adult education was established and charged with the responsibility of reporting to the State Board. (Presently, the Advisory Council for Technical-Vocational Education also serves as the Advisory Council for Adult Education.) 1971;XIII 1972;VI 1976;I

Administration

Administration is the second element in the scheme of classification and the second step of the operational sequence. The group of recommendations relating to administration are directed to the operation, management, and maintenance of education systems. Administration concerns the tactical

implementation of decisions made for the strategic level of policy.

Administration-related recommendations were addressed to four major areas of concern. The first of these was the problem of financing and governance of facilities and programs, including the utilization and coordination of resources.* The Council's recommendations in this area were directed to: the establishment of area school jurisdictions; comprehensive financing to incorporate career education into school systems; and the effective reorganization of occupational programs and delivery systems. A final pair of recommendations underscored the need to use evaluation reports as a means to assess the effectiveness of administration. (Certain recommendations were far more than suggestions; they were quite specific in the stipulation of administrative structures and changes needed.)

1970;II
1972;I
1972;II
1974;III
1975;I

A great many recommendations were addressed to the second area of concern - the administration of personnel and student programs. These recommendations called for: internships and preparatory programs as a method of assisting administrators in the redirection of an educational system; establishment of the consortia for vocational teacher preparation; enhancement of guidance services by

1970;V,VIII
1972;IV

*It must be noted that finance, i.e. the fiscal administration of particular institutions and programs, is to be distinguished from funding. The former is an administrative matter, whereas the latter pertains to policy: funding concerns the assessment of goals in terms of their financial feasibility and provisions for financing them when deemed feasible.

the creation of staff positions at the state level; strengthening the administration of adult education at the state and local level in order to achieve better program coordination (including that of adult basic education and skill development programs); provision of appropriate ethnic balances within administrative positions to strengthen planning and management of adult programs; administrative action to award tenure credit for non-teaching work experience; employing vocational personnel who share cultural distinctions of ethnic minorities within the population; pre-service and in-service training for personnel involved with education for the handicapped; and regulation of the administration of proprietary schools and apprenticeship programs.

1971;XIII

1976;I

1972;VII

1974;II

1976;V

A third group of recommendations focused on the utilization of the State Plan as an effective management tool. It was suggested that data gathered from local education agencies should be incorporated in the State Plan in order to assist in the development of a plan which is truly representative of state needs. It was further recommended that a brief, popularized version of the Plan be published each year. A recent recommendation (which was, in fact, more an expression of concern rather than a recommendation) directed attention to provisions in the Plan that diminished the role of the Associate Commissioner and made it more difficult for vocational education leadership to make timely and clear-cut decisions.

1972:XI

1976;II

Finally, a number of recommendations stressed the need to coordinate and rationalize administrative structures in order to better realize policy and implement programs in vocational education. Several overlapping recommendations called for additional administrative staff. A review of administrative structure was suggested in order to assure that the state's changing needs were being met. Emphasis was also placed on the need for closer communications between the State Board, the Advisory Council, and the Texas Education Agency (TEA). To facilitate these communications, it was requested: that a copy of all policy and administration letters and memoranda from TEA pertinent to technical-vocational eudcation be forwarded to the Council; that the Agency staff provide written responses to the Council's recommendations; and that the State Board of Education meet quarterly as the State Board for Vocational Education to consider those recommendations not previously given attention. The last annual report reiterates the basic concern of the Council with respect to the problems of distinguishing between policy and administration.

1971;VII-A
1972;IV
1973;VI
1975;I
1977:I,II

In summary, the earlier recommendations of the Council emphasized the problems of administering facilities and training personnel for positions of leadership. In the later years, the focus shifted primarily to the need for better planning in order to use resources, including personnel, more efficiently. Also prominent among the Council's concerns was (a) the need for administrative changes to more effectively meet the needs of all students, (b) utilization of the State Plan as a planning and management document, and

(c) incorporating the career education concept into the local education systems. The very latest recommendations called for a reorganization of the state education agency to provide more incisive procedures of decision-making.

Instruction

The instruction stage of the education operation represents the interim goal of the school systems: vocational education of individual students. The instruction section of the scheme of classification deals with those recommendations which pertained to the direct contact of educators with students.

An examination of the Council's recommendations in this area reveals, as predominant characteristics, the preoccupation with the career education concept and the need to redirect local education systems in order to better coordinate the interface of work and education. This is true of all Council recommendations, regardless of whether they pertained to personnel development, guidance, instructional materials and facilities, or the instruction programs themselves.

In 1970, recommendations stressed the need to initiate and improve programs of personnel development for instructional staff. (1970;VIII, 1970;XII) Concern with meeting the needs of industry was expressed in the recommendation proposing a program to increase teachers' knowledge of contemporary techniques utilized within various work environments. (1972;VII) The emphasis on assisting individuals to meet the needs of industry was complemented by an emphasis on using industry to meet the needs of individuals via career education; two recommendations suggested training programs for personnel which would emphasize (1972;I, 1975;III)

the "exploratory" elements of career education programs.

In essence, career education might be interpreted as an extension and refinement of the vocational guidance concept. The Council's sustained attention to matters of guidance reflected, both implicitly and explicitly, its concern with career education. Two recommendations addressed the need for local education agencies to develop counseling staffs responsive to both youths and adults. Another stressed the necessity of providing students with exploratory experiences to enhance their career development. Throughout, the Council has emphasized the needs of all individuals, and suggested training for guidance personnel which would enable them to more effectively serve minorities and other groups with special needs.

1971;XV
1972;IV
1976;IV

The emphasis on career education was also characterized by those recommendations of the Council related to instructional materials and facilities. It was suggested that the coordination needed in the development of materials be achieved by establishing a statewide technical-vocational curriculum and materials system. It was advised that the redirection of education might be accomplished by additionally revising curriculum guides, teacher preparation programs, and accreditation standards. Further, it was suggested that schools, particularly by means of the "cluster concept," strive to offer the most comprehensive career-oriented programs possible.

1970;IX
1972;I
1975;III
1971;XIV

In addition, a paramount concern with the needs of individuals permeated the Council's recommendations related to instructional programs. Specifically recommended were: occupational preparation for students leaving school prior to graduation; bilingual programs; program offerings for individuals rather than offerings based on age or grade level; and removal of constraints hindering flexibility in (a) high school graduation requirements and (b) entrance requirements of higher education institutions. Also it was proposed that schools should provide or expand exploratory programs so that students would be able to make meaningful and informed career choices. 1972;IX 1976;I 1974;II 1975;III 1976;IV

Research-Evaluation

Research-evaluation is the final element of classification and the "last" stage in the education operation. At this point, the operation of an education system is assessed to determine if goals and objectives are being met. Such efforts provide feedback to assist in review and renewal with respect to policy, administration, and the development of modified and/or new programs.

The Advisory Council only occasionally conducts research and evaluation in the scientific sense of statistical or other analyses of systematically gathered data. The Council's own activity is best described, using the Council's own terminology, as "review." As such, these reviews are conducted largely on the basis of information acquired from a wide variety of sources and opinions proffered at meetings attended by representatives of vocational education constituency 1972;X 1973;V 1974;I

groups and members of the public. Three recommendations focused on the need to better utilize local advisory committees to gather information from the public and to develop and disseminate materials to inform the public.

Though the Council only occasionally conducts research and evaluation activities in the narrower sense of such inquiries, it does review and assess such attempts which are initiated by others. The Council has shown, through the years, considerable appreciation of the crucial role of research and evaluation. A great many of the Council's recommendations have been concerned with the establishment of a state-wide system of research and evaluation as a prerequisite for establishing an education system that would be a state system in fact as well as in name, rather than a simple aggregate of local programs and facilities. Specifically recommended were: cost accounting systems; placement and follow-up systems; an information retrieval system; and evaluation, planning and accountability systems. The Council was also concerned that priorities be established with effective techniques and procedures utilized in order to efficiently implement an effective research and evaluation system. Suggested areas on which research might be focused included guidance activities, personnel development, special-needs groups, product evaluation, the follow-up of students, and adult education.

1970;II
1970;VII
1970;X
1970;XI
1971;II-B
1972;III
1972;VIII
1974;III
1974;Iv
1975;IV
1976;II
1976;IV
1976;IV
1970;II
1970;X
1971;XIII
1972;IV
1972;VII
1972;IX
1973;III
1974;II

The Effect of Council Recommendations: A Topical Analysis

The PAIR Model was found to be the most efficient means of presenting an overall review of the recommendations. However, to assess the effect of the recommendations on the State Board and the vocational education system, it was preferable to use the Council's own topical categorization as presented in the "Impact Conference" Study Guide (Appendix F). These topical areas included the following:

1. Redirection of Education System and Career Education Implementation
2. Supplementary Delivery System for Educational Services
3. Information and Data Systems for Planning and Management
4. Guidance Services
5. Job Development and Support Aspects of Education
6. Adult Education and Services
7. Personnel Development
8. Post-Secondary Institutional Support
9. Public School Occupational Programs
10. Utilization of Local Advisory Councils/Committees
11. State Plan for Vocational Education
12. Proprietary Schools
13. Technical-Vocational Education Curriculum and Materials System
14. Financing of Technical-Vocational Education in Texas
15. Serving the Needs of Special Groups
16. Public Awareness of the Needs and Resources in Technical-Vocational Education in Texas
17. Administration of Technical-Vocational Education in Texas
18. Evaluation, Planning, and Accountability in Education
19. Vocational Education Research
20. Coordination of Resources

In Vocational Education...Gateway to the Future, which was Part Two of the ACTVE's 7th Annual Report (issued in October 1976), the Council presented a "Summary of Advisory Council Recommendations 1970-76 and Response by the State Board of Education and Staff." This summary was organized on the basis of the same twenty categories mentioned above and included, for each recommendation, an "ACTVE Status Classification" to characterize the reactions of the State Board to the various recommendations. The five different classifications used were:

1. (Recommendation) Accepted and Action Considered Completed
2. (Recommendation) Accepted and Action in Progress
3. (Recommendation) Accepted but no Action
4. (Recommendation) Returned for Further Study
5. (Recommendation) Rejected

The summary and status classifications have been used in this instance to fulfill Objective 4 of the assessment project: "To determine the extent that actions taken by the State Board for Vocational Education were influenced by Council recommendations." The classifications are more than nominal. In fact, between the extremes of completed action on a recommendation and rejection of a recommendation, the classifications represent an ordinal scale for assessing the success or failure of recommendations in terms of their effect on the State Board. This is true not only for individual recommendations. If the status classifications of the recommendations are averaged within each of the twenty topical categories presented in the Council's report, a numerical indicator of the Council's success or failure in terms of influencing the actions of the State Board can be obtained.

The total number of rankings for the recommendations classified according

to the specific topical areas, the distribution of status classifications, and the average status classifications are presented in Table 7. Of course, the activity of the Advisory Council is not the only factor which influences the actions of the State Board and its responses to the issues noted in Advisory Council recommendations. The average status classifications are an indirect, rather than a direct indicator of "the extent that actions taken by the State Board for Vocational Education were influenced by Council recommendations." Nevertheless, short of interviewing the State Board, the average status classifications are the best indicator available.

The Summary from the 7th Annual Report also included, for many of the recommendations, a brief description of the "Follow-up Action" taken and a "Council Statement" commenting on that action. This information was used to complete Objective 5 of the project: "To identify evidence of changes resulting from Council recommendations (e.g. program changes, changes in board policy, levels of funding, etc.)." In Objective 4, the intent was to determine the Council's effect on the State Board; in Objective 5, the Council's effect on the "real" development of vocational education in Texas was being assessed. The discussion pertinent to both of these objectives is presented here because the contrast is informative; the discrepancy between the Council's relative success in influencing the State Board and its relative lack of success on the real development of vocational education, working through and with the State Board, can serve to highlight particular problem areas.

Comments on Individual Topical Areas

The Advisory Council is not a problem-solving agency. It exists to create an awareness of problems and to suggest, rather than implement, solutions to them. It should be stressed, therefore, that the following discussion of selected topical areas in vocational education is very much a

Table 7: The Number, Distribution of Status Classifications, and Average Status Classification of Recommendations by Topical Area.

Topical Areas	Total Number of Recommendations	Distribution of Status Classifications					Average Status Classification
		1	2	3	4	5	
1. Redirection of Education System and Career Education Implementation	9	1	7	1			2.00
2. Supplementary Delivery System for Educational Services	9	2		5		2	3.00
3. Information and Data Systems for Planning and Management	10		8	2			2.20
4. Guidance Services	14		5	9			2.64
5. Job Development and Support Aspects of Education	12	2	4	6			2.33
6. Adult Education and Services	9	4	2	3			1.88
7. Personnel Development	22	7	8	2		5	2.45
8. Post-Secondary Institutional Support	11	2	5	4			2.18
9. Public School Occupational Programs	19	1	10	6	2		2.47
10. Utilization of Local Advisory Councils/Committees	4	2	2				1.50
11. State Plan for Vocational Education	7	3	2	2			1.86
12. Proprietary Schools	2	1		1			2.00
13. Technical-Vocational Education Curriculum and Materials	3		3				2.00
14. Financing of Technical-Vocational Education in Texas	4		3			1	2.75
15. Serving the Needs of Special Groups	9		9				2.00
16. Public Awareness of the Needs and Resources in Technical-Vocational Education in Texas	7		2	4		1	3.00
17. Administration of Technical-Vocational Education in Texas	4			2		2	4.00
18. Evaluation, Planning, and Accountability in Education	7		3	4			2.57
19. Vocational Education Research	5					5	5.00
20. Coordination of Resources	5		5				2.00
TOTALS	172*	25	78	51	2	16	2.43 Total Average
		103		69			

*There was no status classification for three recommendations

discussion of the problems of vocational education in Texas, rather than simply a discussion of areas in which the Advisory Council has encountered resistance to its recommendations. Also, the overall success of the Council cannot simply be measured in terms of the acceptance of Council recommendations. At least as important is the Council's activity in creating an awareness of problem areas. The existence of such problem areas reflects less on the Council than on the state-wide vocational education system as a whole. In creating an awareness of difficulties, that is, in fulfilling its primary function, the Council has been tremendously necessary and successful.

Topic 1: Redirection of Education System and Career Education Implementation

The Council's effect on the State Board in this area has been substantial, as reflected in the 2.00 average status classification. Nevertheless, in terms of real effect on education systems, the Council's strong support of career education has not elicited corresponding support from the State, especially in the crucial area of funding. The Council itself has noted this matter on page 42 of the 7th Annual Report: "...for the most part, funding (of career education) has been provided through federal sources. This leaves many educators concerned about the commitment at the state level, especially as this relates to legislation and appropriations." The State's response to the Council's suggestions for redirection of the education system and the inclusion of career education was probably more of a response to a national trend rather than to the urgings of the Advisory Council alone. As a consequence, there is justifiable concern on the part of the Council about the status of career education in Texas if and when the federal support of such activities is terminated.

Topic 2: Supplementary Delivery System for Educational Services

All of the recommendations in this topical area concerned the establishment

of area schools; the 3.00 average status classification reflects what the Council has felt to be an inadequate response to its recommendations. In attempting to understand the resistance to area schools, the Council has found that the practical "structural" changes which would be required of the system are the primary deterrents rather than the concept itself. As the Council states on page 45 of the 7th Annual Report: "The provisions in the proposed legislation that seem most distasteful are (a) taxing jurisdictions, (b) governance that overlaps present jurisdictions, and (c) lack of definite cost projections." The Council also noted: "Less than 5% of current enrollments in area vocational schools come from an adjoining campus or district." Thus: "Most of the circumstances that prompted the Council's initial recommendation in 1970 still exist." Ironically, the two 1.00 status classifications ("Recommendation Accepted and Action Considered Complete") of this section relate to recommendations that resulted in State financing of transportation between schools. Therefore, even though travel between schools is now financially possible for all students, it remains administratively impossible for most.

Topic 3: Information and Data Systems for Planning and Management

As the 2.20 average status classification indicates, the Council has been quite effective in convincing the State Board of the need for information systems. The Council and the State Board together, however, were less successful in convincing the Legislature. Funding was sporadic and progress made on the implementation of a fully-integrated data system has been irregular. Finally, in 1976 the federal Education Ammendments confirmed the Council's foresight and sanctioned their continuous efforts in this area by requiring, within the federal law, the development of data systems.

Topic 4: Guidance Services

The average status classification in this case is slightly less than what the Council would probably consider acceptable. The primary hindrance to progress seems to be provision 11.26B of the Texas Education Code which prevents the State Board of Education from adopting any policy, rule, regulation, or plan which would require a local school district to hire any guidance counselor. Therefore, provisions for requiring comprehensive guidance services are illegal. The State Board will apparently continue to approach the Legislature, as it has in past years, in an effort to get this statute removed from the Code and promote further action to enhance guidance services provided to all individuals.

Topic 6: Adult Education and Services

The average status classification of 1.88 reflects considerable success of the Council in influencing the State Board. Progress in the real development of Adult Education has been no less substantial. In this area, unlike many of the others, there seems to have been little reluctance on the part of the Legislature to fund what was, in response to the urgings of the Council and the State Board, obviously considered a very important program. However, the Council was not satisfied that (a) major program expansion had been achieved and (b) necessary studies had been conducted.

Topic 7: Personnel Development

Twenty-two recommendations, the largest number addressed to any topic, were made in the area of personnel development. The Council has obviously regarded this as a primary concern. Of the five personnel development recommendations rejected, four addressed the revision of formulas to provide tenure-credit for occupational skills and experience as well as for academic

credentials. Therefore, even though the average status classification (2.45) indicates limited Council success, the actual acceptance and implementation of recommendations was substantial when those concerned with the tenure-credit issue are excluded.

Topic 8: Post-Secondary Institutional Support

In this particular topical area, the Council has focused its attention on three basic areas of concern: (1) increased funding for post-secondary vocational programs; (2) a uniform cost-accounting system, and (3) the establishment of contingency funds. In its summary of previous recommendations, the Council was apparently convinced that parity of funding had been achieved between post-secondary vocational-technical programs and those at the university level. However, although the State Board has been receptive to suggestions regarding the utilization of discretionary funds and the establishment of contingency funds, the Legislature has apparently been less amenable. Finally, the development of a uniform cost-accounting system proposed by the Council may have received much needed additional support with the passage of the Education Amendments of 1976; the enactment of this law mandates the establishment of an information system comparable to that which was suggested by the Council even though representatives of other agencies within the state believed the existing cost-data system to be adequate.

Topic 9: Public School Occupational Programs

In terms of the considerable attention focused on occupational programs by the Council, it would appear that there has been some impact and progress. However, as far as the Council is concerned, the perceived support of recommendations and subsequent achievements have been off-set by a lack of action with respect to certain aspects or dimensions of occupational programs. For

instance, the Council was satisfied with efforts to initiate and maintain part-time cooperative education programs for the distributive occupations, but it was felt that the linkage of such programs with pre-employment laboratory training and intensive occupational preparation for students planning to leave school without necessary work skills had not been optimized. In addition, there were several other instances where the proposals of the Council had apparently met with only partial success.

While additional attention was being directed to concerns such as (a) the comprehensiveness and availability of programs, (b) meeting the needs of handicapped and disadvantaged students, and (c) establishing and staffing bilingual vocational programs, there has been only limited progress made in the rural areas of the State with respect to these problems. Also, even though the Council believed there was some redirection of occupational programs taking place, it was felt that the intent of recommendations focusing on barriers to student participation in vocational training and the need to further expand the support of and involvement in career development activities by instructional staff and students had not been realized.

Topic 10: Local Advisory Councils

The Council's success in this area has been marked; it was this area that received the "best" average status classification (1.50). Recommendations which suggested the development of appropriate materials and inservice training programs have enhanced the efforts of local advisory councils/committees. Furthermore, the Council's input has promoted continued support of such activities and encouragement from local educational leadership.

Topic 11: State Plan

The Council's concern in this area has been, from the first, with making

the State Plan "more of a planning and management" document and less of a compliance report. In addition, proposals advocating the inclusion of data and provisions from local plans and the involvement of persons, representing a broad cross section of individuals interested in vocational education, in the planning process have apparently been accepted and resulted in some form of action. Also, a brief popularized version of the State Plan has been developed and widely distributed as requested by the Council. However, the 1.85 average status classification may be misleading because the Council believes that continuing follow-up and further effort is definitely needed with respect to the planning process utilized to develop the State Plan.

Topic 15: Serving the Needs of Special Groups

As was the case with the topical areas concerning curriculum and materials for technical-vocational education and the financing of occupational programs, it is presumed that some of the progress achieved in serving groups with special needs has been a result of the interest in and recommendations proffered by the Council. It has been noted that the suggestions which were posited by the Council have apparently resulted in action and subsequent change in each of these areas. But, in the case of the latter, the passage of federal and state legislation focusing on the needs of special groups and individuals has been instrumental in initiating change and improvements. However, the Council's consideration and support of various activities has undoubtedly been important. Since 1972 the Council has been stressing the need for an expansion of services to various clientele groups. For several years, the Council's attention has also been directed to aspects of programmatic operations such as policy formulation, administration, inservice training, and appropriate evaluation techniques in order to more efficiently and effectively meet the needs of <u>all</u> individuals.

Topic 16: Public Awareness of the Needs and Resources in Technical-Vocational Education in Texas

The average status classification for this area (3.00) may be misleading. It has been suggested in the review of recommendations that the proposals of the Council have been accepted but appropriate actions have not been initiated. However, a careful examination of the Council's summary indicates that several attempts are being made to increase public awareness of vocational education - an educational writer has been employed by the Division of Occupational Education and Technology, local directors are encouraged to provide for greater community participation, staff and funds from both the Texas Education Agency and the Council are being used to develop appropriate materials, and local advisory committees are being requested to assume this topic as a priority concern.

Topic 17: Administration of Technical-Vocational Education in Texas

A relative lack of Council success is indicated by the 4.00 average status classification. Apparently the State Board of Education and its staff (TEA) have not been receptive to the recommendations concerned with this topical area. In many instances, acceptance of the recommendations would have required considerable review of the present administrative structure and potential reorganization which was considered undesirable or impractical. However, the Council should be commended for urging the State Board to improve the administrative climate for vocational education in Texas. Since the identified problems of data collection, evaluation, planning and others are also related to various aspects of administration, it was reasonable for the Council to call for administrative change with the expectation that other equally important problems might be affected either directly or indirectly.

Topic 18: Evaluation, Planning, and Accountability in Education

Reactions to the Council recommendations in this area have been positive. On the other hand, the Council believes that desired results can only be achieved by increasing the funding, staffing and attention directed to such activities at both the state and local levels. Therefore, it would appear that the effect of Council recommendations has been marginal.

Topic 19: Vocational Education Research

The responsibility which the Council has for making recommendations concerning vocational education research cannot be taken lightly. A considerable amount of federal funds are allocated to Texas for such activities. Therefore, it is certainly within the Council's functions to be concerned with the process of setting priorities for research. The fact that the Council's recommendations for this topical area have an average status classification of 5.00 should not be viewed as an indication that the Council had no justification for making the recommendations. The National Advisory Council has specifically requested the state councils to evaluate the status of vocational education research within their respective states and make appropriate recommendations. In this case, the Council membership desired to highlight a problem which they felt required particular attention and action.

Topic 20: Coordination of Resources

The significance of this topic is due not so much to the importance of the particular recommendations it includes as to the fact that coordination of the various aspects of the state vocational education system has been, in retrospect, one of the primary concerns of the Council. A review of the various topical areas indicates a dominant concern for coordination in almost all of them. For example, career education can be seen as a means of

coordinating academic and vocational education, area schools are envisioned as a means of coordinating local education facilities, etc. The Council must be commended for its continuous commitment to making the Texas system of vocational education a system in fact as well as in name, rather than simply an aggregate of local school programs.

Concluding Remarks About the Effect of Council Recommendations

In several areas (e.g. redirection, information and data systems, State Plan, groups with special needs, and research), there has been an effort on the part of the Council to encourage initiatives at the state level rather than allow the development of vocational education in Texas to be determined by federal policies. There is some question as to how successful the Council has been in this effort. For instance, the future funding of such programmatic endeavors as career education at the state level is unknown if federal monies were no longer available. Also, the information and data systems and the State Plan are being implemented, but are primarily in compliance with federal mandates; the optimal utilization of such "tools" for local and state-wide administration has not been realized. In addition, research priorities for vocational education in Texas are predominantly influenced by federal priorities and by the availability of federal monies. Among other areas of interest, the expansion of the education system to serve individuals with special needs is particularly crucial to the development of vocational education in Texas. Because of the State's large Spanish-speaking population, the Council has continually sought to make bilingual education a state as well as a federal priority. However, the particular socio-economic conditions within the state would indicate that there is a need to also identify unique priorities for Texas with respect to certain identified problem areas.

The lack of response to recommendations related to area schools appears to be related to other problems. The Council speculated that the reason for the resistance to the implementation of such schools was the unacceptability of the rearrangements of taxing and administrative jurisdictions which would be required. Therefore, the resistance to area schools must be viewed within other contextual dimensions beyond the scope of this project. The same situation is prevalent for various other significant problems addressed by the Council.

Characteristics of Council Recommendations

One of the primary functions of the State Advisory Council, as mandated by both federal and state statute, has been to recommend ways that the program of vocational education within Texas might be improved. Objective #6 of this project was posed in order to determine characteristics that tend to distinguish recommendations made by the Council which have resulted in improvement of the State's program of vocational education. The method proposed and approved, in the proposal negotiated with the contracting agency, to identify characteristics of those recommendations which have resulted in improvement of the vocational education program was a modified Delphi study. The following description was included in the contracted project:

> The recommendations which brought about change [that is, those having TACTVE status classifications of 1 or 2] will be listed on an instrument with space after each recommendation for respondents to suggest reasons for the recommendation having brought about change. The project staff will summarize the responses and return them to the respondents for additional input. Following a summarization of the second responses the project staff will summarize and list the factors which tend to contribute to recommendations bringing about change. This list will be returned to the respondents for ranking in order of importance.
>
> The respondents will be a sample of vocational educators having previously participated in Council activities, Texas Education Agency officials, local directors of vocational education, Advisory Council members, and members of the State Board of Education.

The Delphi study was proposed for both substantive and methodological reasons. In substantive terms, it was the only part of the assessment project in which the Council recommendations were to be reviewed within any context by an extra-project population of experts. From another perspective, the Delphi was posed in methodological terms as a sophisticated opinion poll. The Delphi was expected to be more valuable than a simple opinion poll because it had the double advantage of (1) being directed at a select group of experts and (2) enabling a research team to control feedback to the subject group for the purpose of a second, "corrected" response. This particular technique was also felt to be most effective because it afforded anonymity of responses and therefore eliminated the distortion of group opinion more likely to occur in group meetings influenced by dominant individuals.

The conduct of the Delphi study was cancelled late in the project year as a result of the contracting agency's decision to eliminate any activities which would involve securing "external" opinions regarding the actions or impact of the Council. The decision was made by the contracting agency and a formal request was presented to the project officer that the Delphi study be abolished. Instead, it was expected that only opinions formed by the project staff, acting alone, would be used in the assessment of the State Advisory Council.

As a consequence, the project staff was faced with the additional problem of finding an alternative technique for accomplishing Objective #6. The decision was made to utilize the Nominal Group Technique (NGT) in order to achieve a structured and methodologically-based judgment about the definitive aspects of Council recommendations. This technique was chosen because of the similarity between it and the Delphi method which was originally proposed.

A point-by-point comparison and contrast of the two techniques as noted by Delbecq, Van de Ven, and Gustafson in Group Techniques for Program Planning follows:

> A comparison of the decision-making steps in NGT and the Delphi Technique...suggests that the two techniques are strikingly similar.
>
> First, both rely on independent individual work for idea generation. In the Delphi process, isolated and typically anonymous respondents independently write their ideas or reactions to a questionnaire. NGT group members write their ideas on a sheet of paper in silence, in the presence of other group members seated around a table.
>
> Second, individual judgments are pooled in both techniques. Delphi respondents mail their completed questionnaires to the design and monitoring team who, in turn, pool and collate the judgments of the respondent group in a feedback report. In NGT, the judgments of group members are pooled via the round-robin procedure, wherein the ideas of each member are presented to the group and written on a blackboard or flip chart.
>
> Third, both allow for an idea-evaluation stage. In the Delphi process, the monitoring team mails the feedback report to the respondent group, and each respondent independently reads, evaluates, and interprets the ideas on the feedback report. In NGT, the group discusses, verbally clarifies, and evaluates each of the individual ideas of group members that were written on the blackboard or flip chart.
>
> Finally, in both processes, mathematical voting procedures are used (e.g., rank-order or rating methods), and the group decision is arrived at by a mathematical decision rule for aggregating the individual judgments....
>
> ...the major differences between the two processes appear to be:
>
> 1) Delphi respondents are typically anonymous to one another, while NGT group members become acquainted with one another.
>
> 2) NGT groups meet face to face around a table, while Delphi respondents are physically distant and never meet face to face.
>
> 3) All communications between respondents in the Delphi process occur via written questionnaires and feedback reports from the monitoring team. In NGT groups, communications occur directly between members (Delbecq, et. al., 1975, pp. 17-18).

A final point needs to be made regarding the implications that such a shift in methodology held for the ultimate outcomes of the assessment. The Delphi would have been directed to an extra-project group of experts, whereas input for the NGT could only be obtained from project staff. Completing Objective #6 required expert opinion, based on observations acquired over time, regarding the characteristics of recommendations that facilitated their acceptability as well as the overall impact of such recommendations. These expert opinions could not be easily or adequately replaced by the perceptions of a project staff, which was as a group, unfamiliar with both developmental trends in Texas and the cumulative effect of the Council since its inception. The project staff originally had no reservations about eliciting the opinions of the extra-project individuals deemed qualified to provide valuable information, but there was some hesitancy about offering the opinions of staff members as a substituable, definitive, interpretation of the current state of vocational education as influenced by the activities of the Council.

Methodology

The Advisory Council's 7th Annual Report listed 175 recommendations which had been made over a seven-year period, it also included a rating on a scale of 1-to-5, generated by the Council for each recommendation. Those recommendations having a rating of 2 were considered accepted by the State Board and action or implementation was in progress.

The project staff selected those recommendations from the 7th Annual Report which had been given a rating of 1 or 2. Activities were then confined to compiling a list of recommendations which had apparently, in the judgment of the Council, been accepted by the State Board and its staff (TEA). A total of 64 recommendations were selected for analysis by eliminating repetitions and consolidating those with similar content or focus.

Using the group decision-making process, NGT, the project staff was able to arrive at consensus among its members regarding the characteristics of the Council recommendations which had most often led to change. Steps in the process included the following:

1. The project staff identified the pertinent characteristics for each of the 64 recommendations.
2. The staff then reviewed characteristics and added others during "brain-storming" sessions.
3. Next, the Council recommendations were categorized according to common areas of emphasis.
4. A system of classification which included "area of focus", "groups addressed", "frequently recurring priorities", and various other dimensions was employed for grouping the recommendations.
5. Finally, the project staff sorted the recommendations into the various categories of the classification system for purposes of analysis and synthesis.

Analysis of Recommendation Characteristics

A review of the Council's "most successful" recommendations revealed considerable variance in terms of the types of dominant, distinguishing characteristics. For example:

1. Some of the recommendations were quite broad and somewhat vague; others were very prescriptive.
2. Some of the recommendations addressed immediate problems, while others focused on long-range concerns.
3. Although a few recommendations required no action by the State Board for Vocational Education, most required some sort of Board action. At least six required legislative action.
4. Some recommendations were state-wide in scope; others were directed to regional or local needs.
5. More recommendations were addressed to secondary programs than to post-secondary programs.

6. Many recommendations called for additional financing of vocational education. The range of requests was from relatively small amounts to very large amounts.

7. There were many recommendations concerning the individual needs of students, as opposed to societal needs.

8. Many recommendations were addressed to special populations, which included the disadvantaged, handicapped, women, ethnic minorities, and adults.

9. Frequent areas of concern were (a) improved planning, (b) improved management and administration, (c) coordination of resources, (d) personnel development, and (e) program improvement or expansion.

10. A few of the recommendations focused on policy development, policy anaylsis, redirection of the education system, alternative means of meeting clientele needs, evaluation and review, accountability, and other qualitative dimensions.

Once the recommendations which had apparently been most successful were carefully examined, they were contrasted with the remaining recommendations of the Council. This comparison was made in an attempt to determine if certain characteristics were traits which could be exclusively associated with only those recommendatons which the Council has perceived to have been accepted and implemented.

Concluding Remarks

The project staff concluded that no single trait or groups of traits characterizes those Council recommendations which have been accepted and acted on by the Board. Therefore, no criterion could be derived from the data whereby success could be predicted with respect to individual Council recommendations. The staff concluded that contextual variables both within and outside of vocational education have a real and significant impact on the resultant success or failure of a given recommendation to bring about desired change(s). At best, the project staff could only infer that Council recommendations most likely to have some effect would address a national

and/or state priority area for which funding was readily available from federal and/or other sources. In addition, if a specific recommendation is timely, has obvious public support, requires no major change in the State's administrative structure, and creates no conflicts in governance, it would have a greater chance of being accepted and implemented. Conversely, recommendations focusing on the administration of technical-vocational education in Texas and vocational education research were less likely to elicit an immediate, positive response in the form of an appropriate action. Certainly, there is no expectation that such conditions will remain constant in the future; but it may be desirable to more effectively document the need for change and to recommend several alternative courses of action.

Congruency of Council Recommendations

Objective #3 of the project provided for an attempt to determine the extent to which recommendations of the Council were anchored in empirical, logical, factual and/or popular bases. This objective, to analyze the congruency of Council recommendations with information the Council obtained through studies, hearings and other sources, was linked to two tasks specified in the proposal. These tasks were: (1) to analyze and summarize supporting information used by the Council to derive recommendations, and (2) to determine the validity of Council recommendations.

This objective, in a larger sense, was formulated to determine if Council recommendations were: (1) compatible with value premises already established within the State of Texas and within federal statutes; (2) congruent with existing value-oriented and empirical frames of reference; and (3) responsive to changing conditions, trends and issues.

In completing this objective, certain basic assumptions were outlined. They included the following:

a. Council recommendations should reflect consideration of policy trends and established goals for education (as defined by the State Board of Education).

b. Council recommendations should be formalized according to specific responsibilities mandated by state legislation.

c. Council recommendations should be developed within the context and meaning of current federal law specifically mandating certain Council functions.

d. Council recommendations should reflect thoughtful deliberation and intention to assure that the best interests of the general population are being met.

e. The Council, from time to time, should issue philosophical and policy papers which reflect their own underlying assumptions about education and its relationship to work. These statements should not be inconsistent with specific programmatic recommendations made by the Council.

f. Council recommendations should not reflect a dominant influence of special interest groups.

g. Council recommendations should be based on more than individual appeals and criticisms.

h. As precisely as possible, Council recommendations should be supported by reasoned, factual information. There should be an identifiable justification for each recommendation.

i. Attention to timeliness should be reflected in recommendations of the Council. Each year, recommendations should be linked to the prevailing circumstances of that year. Recommendations should not be repeated for the sake of repetition. There must be continuous empirical support for the actions proposed.

The recommendations which have been made by the Council were then analyzed to determine the degree of congruence and validity.

Policy Trends and Established Goals in Texas

The extent to which the Council operationally informed itself of prevailing educational policies in Texas and the way those policies might deter or complement the development of vocational education was apparent. Individuals representing various institutions, agencies, and governmental offices have consistently been invited to address the Council. In addition, Council members and staff have met with many government and education leaders to discuss the role, goals, and objectives of vocational education. Council reports have referenced the Goals of Education originally adopted in 1970 by the State Board of Education and subsequently renewed in 1973, 1975, and 1977. Other important documents are also cited frequently in the publications and reports which the Council has developed.

Either directly or indirectly, the Council has sought to review and critique State Board policies with the intent of making recommendations which would enhance vocational education in Texas. At the same time, the Council has attempted to link its efforts with the work of legislative committees which issue reports on education with definitive positions on school financing, teacher education, curriculum development, etc. - all issues integrally related to the provision of quality vocational education programs.

Furthermore, it was evident that the Council has sought continuous input to its deliberations from those groups who have a natural interest in the quality dimensions of a workforce: employment commissions, labor, industry, business and manpower agencies. Most of the recommendations made by the Council have been documented with either empirical evidence or popular views presented at the various hearings held by the Council.

Response to State and Federal Mandates

Senate Bill 261 (1969), which specified fourteen duties of the Council, and Senate Bill 267 (1975), which revised and expanded these duties, have established the Council as an integral force in the development and improvement of vocational education in Texas. As a measure of accountability, the Biennial Reports prepared by the Council in 1970, 1972, 1974, and 1976 have concisely summarized the recommendations that relate to the specific mandates of state statutes. The Council provided evidence that it had made recommendations in each of the areas identified by the State and noted those that needed continuous monitoring.

Since the Council's formation, three federal statutes have provided a framework from which to make recommendations: the Vocational Education Act of 1963, the Vocational Amendments of 1968 and the Education Amendments of 1976. Federal statutes have continuously required the Council to perform three services: (1) advise the State Board on the development of policy with respect to the administration of the State Plan, including the preparation of the long-range and annual program plans required by law; (2) evaluate vocational education programs, services and activities assisted under this legislation; and (3) report to the State Board of Education, the U.S. Commissioner of Education, and the National Advisory Council on Vocational Education regarding the effectiveness of vocational education programs, services and activities, and recommend changes warranted by the evaluations. In 1974, the National Advisory Council requested state councils to advise on

two additional concerns: (1) the role of post-secondary vocational education in relation to secondary education, and (2) vocational education research.

In the 7th Annual Report, Part II, Section II (October, 1976), the Council summarizes its evaluation of the State Plan for Vocational Education and expresses several well-supported objections to the status of vocational education in Texas. Suggestions for improving vocational education were included as part of the report. There was, however, no clear consensus on the part of project staff regarding the extent to which the Council had actually been permitted to carry out its mandated function of assisting in the development of policy, long-range plans, and annual reports. It was also difficult to ascertain to what extent the Council had advised the State Board, as part of its advisory role, concerning programs which should be extended, improved, and maintained with federal funds. There was also some ambiguity concerning the extent to which the Council evaluated whether part-time employment had been provided for youths who needed earnings from employment to continue their vocational training. Even though several recommendations had been made regarding cooperative training, the Council's role in determining if needy youths were actually served by federal monies as mandated was obscure.

Council Interest in the General Population

It was obvious that the Council has been, without fail, sincerely interested in the welfare of the youth of Texas. Meeting individual needs, decreasing the drop-out rate, and eliminating barriers to partici-

pation in vocational programs indicated substantial concern for the future success of individual students. The Council has also been committed to adult programs and serving adult clientele groups.

In contrast, there was no evidence that special interest groups had unduly influenced the position of the Council on any particular issue(s). On the contrary, the Council's recommendations consistently reflected objective views, seemingly in the best interests of the general population. But, it remained impossible to determine, without input from external sources, if the Council had carefully analyzed, criticized, or validated the suggestions they did receive from the public.

Validity of Council Recommendations

In most instances, the Council provided a legitimate rationale in support of its individual recommendations. There were also attempts to justify the continuing support, year after year, for those recommendations addressing particular concerns. However, on several issues, the Council might have been more specific in its justification of certain suggestions. The formation of an ad hoc task force which was organized for purposes of stimulating communication between the Council and the State Board would seem to indicate that there has been a lack of understanding in certain instances. Therefore the two groups have attempted, through this task force, to communicate their positions regarding specific issues and concerns.

Generally, Council recommendations can be directly linked to their mandated functions and supportive documentation. The Council members and staff have defined a program of work based on their duties and responsi-

bilities defined in state and federal statutes. Therefore, the ensuing recommendations developed after completing designated assignments would appear to have an inherent justification. In addition, the Council has, throughout its existence, tried to substantiate its position with respect to various issues and concerns by documenting information available from many sources. Among others, the Council has secured data from the Coordinating Board, the Texas Employment Commission, various divisions within the Texas Education Agency (e.g. the Division of Finance, Division of Administrative Services, Division of Occupational Education and Technology, etc.), and many others including its own research activities. The information gathered has included data on funding, enrollments, teachers, placement rates, available employment, secondary/post-secondary/adult programs and other pertinent topics. Unfortunately, the philosophic and policy positions of the Council have not always been sufficiently articulated. However, this situation has not prevented the Council recommendations from being congruent with available empirical data and legal authority. Neither has it prevented the recommendations from having an underlying validity within the content of a lay Council's perceptions and opinions.

PART IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Since its establishment in 1969, the Advisory Council for Technical-Vocational Education in Texas has become an integral force within vocational education. It has assumed a dynamic and essential role in the continuing development and improvement of the State's vocational education system. Members and staff of the Council have continued to accept an expanding program of work which serves to highlight the issues and concerns of the field. In essence, the Council has been asked to examine perennial problems from new perspectives, raise new questions, and suggest new possibilities for improvement. Therein, impetus and insight required to make significant advances in vocational education may be realized.

Summary: Establishment, Membership, and Implementation of the Council

During the past ten years, the Texas Legislature has responded to the initiatives and provisions of federal laws (the Vocational Education Amendments of 1968 and the Education Amendments of 1976). At the same time, recommendations of Interim Committees of the House and Senate which were formed by the 60th State Legislature to study vocational education in Texas have been implemented. The Amendments of 1968 mandated the formation of state advisory councils and outlined specific requirements for terms of membership, duties and responsibilities, and meetings. The enabling legislation of 1969, Texas Senate Bill No. 261 (Technical-Vocational Education Act of 1969), reconstituted the Texas Advisory Council and defined powers, duties, and responsibilities in addition to those prescribed in the federal legislation. Subsequent state statutes have expanded both the representation of the Council and its role.

Basically, the Advisory Council is charged with the task of helping to bring about further improvements in vocational education. The Council fulfills this function by exercising broad powers to evaluate and report on the progress of vocational education in Texas. The general duties of the Council involve advising the State Board on developmental and policy concerns relative to the administration and implementation of the State Plan. In essence, the Council is to evaluate program services and recommend appropriate changes. As a consequence, the Council has assumed an important position of leadership within the State.

The members of the Council are appointed by the State Board after recommendation by the Governor and confirmation by the Senate; there is to be appropriate representation of both sexes, racial and ethnic minorities, and the various geographic regions of the State. Presently, the Council is comprised of 24 persons representing several broad categories (e.g. education, business, industry, state agencies, etc.). The composition of the Council has been fairly representative of the socio-economic environment in Texas, but the number of women members has remained small. The attendance rate has been approximately eighty percent (80%).

The Council's position in the Texas government is based on its mandated responsibilities which require: (1) an annual report and recommendations submitted to the Governor, State Board of Education, Commissioner of Education, and the National Advisory Council; (2) a biennial report to the Texas Legislature; and (3) participation on a Joint Committee which consists of individuals representing the Council, the State Board of Vocational Education, and the Coordinating Board of the Texas College and University System. Generally, Council activities revolve around committee assignments designated in the

program of work which is directly linked to the duties and responsibilities enumerated in federal and state legislation. The Council also identifies other areas of interest and activities based on input from Council members and staff, and the lay public.

Between 1970 and 1978, the Council produced an extensive number of documents. These publications include reports to the Governor (annual), reports to the State Board of Education (annual), reports to the Legislature (biennial), periodic Council brochures, summaries of annual reports for use in public forums, proceedings and reports of public forums, and occasional studies requested by the Legislature. The Council produces a monthly newsletter (the ACTVE News) which includes information regarding funding, state organization conferences, youth group conferences, Council surveys, new appointments to the Council and other pertinent information about vocational-technical education.

Extensive minutes of the Council's meetings indicate that the Council is highly visible to those persons interested in vocational education; there has been substantial public participation in hearings, forums, and meetings of the full Council. The minutes provided documentation of visitations by the Council members to a wide variety of institutions, agencies, and work-settings throughout the State. Minutes of the meetings also highlight two other aspects of Council activities which are of great significance. First, the Council has sought - and been provided with - information from various sources including, among others, the Texas Education Agency, governmental agencies, youth, business/industry, and the concerned citizenry. Second, the members and staff of the Council have often focused their attention on the internal and external effectiveness of the Council. Attempts have been made to determine (a) if specific objectives have been accomplished and (b) the effect of Council efforts on vocational education programs. As a result of such self-analysis, the Council has engaged in reorganization to improve operations.

Summary: Council Recommendations

For purposes of review and analysis, the Council recommendations were classified into four major categories: policy, administration, instruction, and research-evaluation. In the early 1970's, policy-related recommendations often focused on the need to redirect the education system; additional proposals of the Council suggested that the optimal utilization of area schools would serve as an effective delivery system for achieving this objective. In recent years, the Council has emphasized its interest in the coordination of resources.

The recommendations relating to administration directed attention to the operation, management, and maintenance of the vocational education system and programs. The four major areas of concern for those recommendations emphasizing effective administration were (1) financing and governance of facilities and programs, (2) administration of personnel and student programs, (3) utilization of the State Plan as an effective management tool, and (4) coordination of administrative action in order to more effectively implement policy and programs. In general, the early recommendations of the Council emphasized problems of administering facilities and training personnel to assume positions of leadership. Later attention shifted primarily to the need for better planning in order to use education resources, including personnel, more efficiently and effectively.

The recommendations of the Council which addressed various aspects of program instruction were characterized by their attention to career education and the interface between work and education. In addition, the Council has underscored the obligation of meeting individual student needs; improved training of guidance personnel which would enable them to more effectively

serve the various clientele groups of vocational education has been suggested on several occasions.

Those recommendations concerned with research-evaluation highlighted efforts which would provide feedback to assist in the review and renewal of vocational education. Also, the Council has continuously emphasized the need to establish research priorities by using effective techniques and procedures which would assist in the implementation of a quality research and evaluation system.

Determining the actual effect of Council recommendations is difficult for two reasons. First, the Advisory Council is not a problem-solving agency; it exists to create an awareness of problems and to suggest, rather than implement, solutions to them. Second, overall success can not be measured simply in terms of the acceptance of recommendations because the Council has no direct responsibility for policy implementation. However, in fulfilling one of its primary functions - creating an awareness of difficulties and problems within the vocational education system - the Council has been very successful. In a more substantive sense, the Council has apparently had some impact when addressing topical areas such as the redirection of the education system, adult education, post-secondary institutional support, the State Plan, and others. In several instances, recommendations have been accepted and subsequent action initiated. On the other hand, the Council has been less successful when they have directed attention to administration of the vocational education system, area schools, and setting research priorities.

An analysis of the Council's "most successful" recommendations indicated considerable variance with respect to the types of dominant, distinguishing characteristics. There did not appear to be a single trait or group of traits common to those recommendations which were accepted and subsequently resulted in action by the State Board. In several instances where the Council apparently had some impact, the recommendations were concerned with national and/or state priorities for which funding was accessible through federal and/or other sources. Several other recommendations appeared to be acceptable because they had obvious public support, required little change in the administrative structure, and created no conflicts in the governance of vocational education.

To assess the validity of the Council's recommendations, it was necessary to consider the congruence of the recommendations with the information available. Typically, the recommendations made by the Council were documented with empirical evidence gathered by the membership and/or staff, or popular views presented at various forums, hearing, and meetings. (In those instances where supportive documentation was not available, the Council suggested further improvements in the State and local information systems.) In most instances, the Council's attempts to formulate a legitimate rationale for individual recommendations were substantiated by information available from many sources including the Texas Employment Commission, various divisions in the Texas Education Agency, and many others. If feasible, the Council has also initiated its own research activities to gather and analyze data which would enable the development of more enlightened position statements and subsequent recommendations.

Conclusions

To determine the Advisory Council's effect on vocational education in Texas, it is necessary to consider its efforts from two perspectives: (1) procedural and (2) substantive. The first is concerned with operational aspects and visible performance of the Council membership and staff. The second focuses on the qualitative aspects of Council activities. From a procedural perspective, it is necessary to consider how well the Council is representing various constituency and clientele groups; from a substantive perspective, it is essential to examine the worth of their products and recommendations.

In the first case, the Council has made a commendable effort in the past to represent those persons within Texas who are concerned about the quality of vocational education. The Council has held meetings throughout the State, visited a wide variety of programs, and sought input from anyone with positive and/or negative information to present about the status of the existing vocational education system. The primary focus of attention is directed to the needs, means, and requirements for improvement.

In addition, the leadership provided by the membership and staff is exemplary; they continually stress the need for cooperation and support among all persons contributing to vocational education in Texas. They are consistently on the "cutting edge" of attempts to examine new issues in an energetic manner. And, they persistantly attempt to draw attention of the State Board, Joint Committee, Coordinating Board, Governor, and Legislature to the issues, concerns, and problems of vocational education.

The Advisory Council has been very instrumental in (a) changing the image of vocational education, (b) informing the public and those operating

the vocational programs of critical, unmet needs, and (c) encouraging wider and more active participation - as mandated by the Education Amendments of 1976 - in the development of the State Plan. The Council has promoted the value of vocational education and sought to make the lay public more knowledgeable about the purpose and types of training available to every individual; the general public, as well as the State Board and the Texas Education Agency have been informed of their recommendations for the improvement of vocational education. In doing so, the Council has served as an effective means of communicating the collective thoughts of individuals throughout the State to those responsible for the operation of the vocational education system.

The Council has assumed the full responsibility for its mandated duties; an extended program of work is common for the Council and its staff. The duties, responsibilities, and assignments of individual staff members are quite specific and well defined; the membership of the Council participates actively in various committee assignments which often require specific types of action with subsequent review by the full Council.

From a more substantive perspective, the analysis of Council recommendations indicated that the attention of the advisory body has been focused on all aspects of the vocational education system. At various points in time, the members of the Council have addressed issues and concerns with respect to (a) policy substance and development; (b) state and local administration - operation, management, and manintenance - of vocational programs; (c) instruction-related dimensions such as personnel development, curriculum, guidance, and other student services, and (d) various research and evaluation responsibilities and activities. As a consequence, the Council, at the very least, must

be credited with highlighting issues which should be examined more closely by policy-makers and administrators directly responsible for the quality of vocational education.

However, in assessing the actual impact of specific recommendations, it was difficult to establish (and possibly improper to infer) a direct cause-effect relationship between change within the vocational education system and suggestions of the Council. Some recommendations which were accepted and subsequently implemented seemed to have had obvious public support, required no significant change in the State's administrative structure, and caused no conflicts in governance; other recommendations focusing on administration of vocational-technical education in Texas and vocational education research were less likely to be accepted with some form of responsive action initiated. Therefore, it is reasonable to assume that change is taking place when the Council is acting in concert with other "forces" (e.g. the State Legislature) which are impacting the system of educational governance. But, it is also appropriate to assume, because of the visibility and the efforts of the membership and staff, that the Council is serving as a catalytic influence on the previously mentioned forces. In such situations, which is probably most often the case, the Council is having both a direct and an indirect effect.

Furthermore, the congruence of the Council's recommendations with the information - or lack of information - available seems to be substantial. In most cases, the Council's recommendations are supported with empirical data and/or a position statement indicating a particular need for change. Although recommendations may occasionally require further elaboration, discussion, and clarification, they are usually posited on the basis of some logic or rationale. Also, the recommendations appear to be appropriate

in terms of policy trends and established goals in Texas, the responsiveness to state and federal mandates, and the Council's interest in the well-being of the general population and individual members of Texas society.

Recommendations

Even though the Council has a well-defined, internal organization structure, effectively performs its duties and responsibilities, and produces quality materials for dissemination, the following recommendations are posed for consideration. It is expected that these suggestions might enhance the work of the Council.

RECOMMENDATION 1: *The Council should continue to encourage the State Board, the Governor, and the State Senate to increase the number of women representatives on the Council.*

The small number of women now serving on the Council does not reflect the percentage of women in the total population of Texas (51%) or the percentage of women in the State's workforce (39%). With issues of sex bias, sex-role stereotyping, and sex equity being dominant concerns within education, it would be desirable to have more women serving as members of the Advisory Council.

RECOMMENDATION 2: *The Council should encourage the State Board, the Governor, and the State Senate to establish policies and guidelines for the removal of Council members who have a low rate of attendance at Council meetings.*

Individuals who do not attend meetings can not adequately represent the constituency group for which they were appointed to the Council. Also the extended program of work conducted by the Council requires contributions by all members. Furthermore, the extensive use of substitutes who can not vote on Council issues does not represent the best interest and intent of the Advisory Council.

RECOMMENDATION 3: *The Council should encourage the State Board, the Governor, and the State Senate to establish policies and guidelines to limit the term(s) of membership to the Council.*

Continuity of the Council's work is achieved through the permanent staff and the staggered terms of the membership. It is probable that new members would have different perspectives of and suggestions for addressing the continuing problems of vocational education (e.g. planning, evaluation, etc.).

RECOMMENDATION 4: *The Council should continuously examine and interpret its role with respect to Federal statutes versus State statutes.*

State and Federal legislation requires the Advisory Council to perform different functions. Therefore, the recommendations of the Council should be focused within the intent and scope of each type of statute. From the Federal perspective, recommendations should be directed to the intent and utilization of Federal funding. From the State perspective, the Council should direct its recommendations to the goals and functions inherent to the State's responsibility for providing a quality education.

RECOMMENDATION 5: *The Council should continuously attempt to identify new strategies and techniques for increasing effective communications with the State Board, Texas Education Agency, State legislature and others.*

It is imperative that the Council seek every opportunity to interact, both formally and informally, with other governmental agencies, various constituency groups within vocational education, and the general public. Only then can the concerns and positions of the Council be expressed with maximum clarity.

RECOMMENDATION 6: *The Council staff should make every effort to ensure that minutes of meetings are as complete and informative as possible.*

The purpose of compiling the minutes of Council meetings should be to develop a comprehensive record of Council activities and positions with respect to certain topical areas. There appears to be three basic problems associated with the documentation of individual Council meetings. First, there are several instances where minutes lack an indication of closure on specific agenda items. Second, informational items and lists referred to in deliberations of the Council and committees are not attached as addenda to the minutes. Third, there is only a partial record of the minutes of committee meetings; it might be appropriate to include a more complete accounting of such meetings in the minutes of the full Council.

RECOMMENDATION 7: *The Council should conceptualize, through interpretive documents, its perception of an idealized system of vocational preparation in Texas.*

The conceptualization of an idealized system of vocational preparation will serve as a base from which discrepancies of the existing system can be identified.

With an idealized system in mind, recommendations from the Council can be focused and prioritized within that framework.

Contrasted with an idealized system, evaluation efforts of the Council could identify missing elements of an existing system as well as the procedural aspects of the system which prevent change.

RECOMMENDATION 8: *The Council should provide interpretive documents concerning Council perceptions of Federal interests regarding job preparation as supplementary to the State responsibility.*

The conceptualization of the relationship between Federal and State responsibility will serve as a base for evaluating the use of federal funds and will provide a basis for Council recommendations focusing on future State and Federal legislation.

RECOMMENDATION 9: *The Council should review and exercise its options for ensuring wide participation in the development of the State Plan for vocational education.*

The Education Amendments of 1976 require frequent involvement of specific representation in the development of the State Plan, as well as a prescribed number of planning meetings. The Amendments also provide sanctioning authority for the Council to see that this occurs. This authority should not be taken lightly; it provides a significant role that assures one avenue for impact.

RECOMMENDATION 10: *The Council should delineate and clarify its evaluation role in relation to evaluation responsibilities of the state and local agencies.*

Evaluation efforts of the Council should reflect attention to the missing elements and existing barriers to an idealized vocational system. Evaluation efforts of the Council should address the feasibility and desirability of the State goals as well as the manner in which the State evaluates its own progress.

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Texas Legislature. The State Technical-Vocational Education Act of 1969: S. B. No. 261. Austin, Texas: State of Texas, 1969.

Texas Public School Law Bulletin. Austin, Texas: Texas Education Agency, 1975.

88th Congress. Public Law 88-210: Vocational Education Act of 1963. December 1963.

90th Congress. Public Law 90-576: Vocational Education Amendments of 1968. October 16, 1968.

94th Congress. Public Law 94-482: Education Amendments of 1976. October 12, 1976.

APPENDICES

APPENDIX A

COUNCIL DUTIES

Texas Education Code
Section 31.33

Duties

The council shall be the advisory council to the State Board for Vocational Education and shall:

(1) recommend and evaluate the role and scope of secondary institutions, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities in a comprehensive plan for developing manpower education and training in the State of Texas;

(2) recommend the appropriate subjects to be taught at each level of training and in each of the above types of institutions;

(3) recommend a state plan designating the method and the criteria to be utilized in establishing area technical schools which will be consistent with the Vocational Educational Act of 1963, as amended, the Manpower Development and Training Act of 1962, as amended, and other federal statutes;

(4) recommend and evaluate a list of courses offered by these types of institutions eligible to be funded by the legislature or through the allocation of federal funds. These courses shall be freely transferable among the public institutions in the State of Texas, with credit for such courses to be given on the same basis as if they had been taken at the receiving institutions;

(5) recommend to the governor and the legislature methods of funding existing programs and propose methods for funding new programs;

(6) suggest and evaluate pilot projects and present recommendations to the governor and the legislature for implementing cooperative programs among the several types of institutions named hereinabove, which will provide a more effective and efficient method of supplying business and industry with trained manpower;

(7) recommend the establishment of the responsibility of public schools, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities in adult basic education, adult technical education, and adult vocational education;

(8) recommend, encourage, and evaluate cooperative programs between educational institutions and industry, and, with the assistance of industry, assist in the development of new curricula and instructional materials as may be required for new and emerging occupational categories as may be prescribed by industry;

(9) provide up-to-date information on employment opportunities in the Texas economy to persons trained in these institutions through cooperation with the Texas Employment Commission and other appropriate research agencies at both the state and national levels;

(10) identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the state and assess the extent to which vocational education, employment training, vocational rehabilitation, and other programs represent a consistent, integrated, and coordinated approach to meeting such needs;

(11) comment, at least once annually, on the reports of the State Manpower Services Council, which comments shall be included in the annual report submitted by the state advisory council;

(12) recommend research projects as may be necessary to implement and improve a statewide system of technical, vocational, and manpower training from funds provided by appropriations from the United States Congress on private gifts, grants, or awards;

(13) recommend and evaluate a program of teacher certification for instructors of occupational training courses;

(14) recommend and evaluate a statewide plan for the development of a comprehensive program of apprenticeship training;

(15) support actions and activities to encourage and strengthen local and regional vocational advisory councils in carrying out their responsibilities;

(16) recommend methods through which increased numbers of physically and mentally handicapped individuals may effectively benefit from programs of vocational education offered at secondary institutions, the Texas School for the Blind and the Texas School for the Deaf, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities; and

(17) recommend and evaluate innovative programs to assure that physically or mentally handicapped individuals who cannot readily participate in programs of vocational education offered at secondary institutions, the Texas School for the Blind and the Texas School for the Deaf, public junior colleges, community colleges, technical training institutes, and public senior colleges and universities derive vocational education benefits from sums appropriated for vocational education by the legislature, by extending vocational education programs through nonprofit facilities operated other than on campus settings.

APPENDIX B

COUNCIL FUNCTIONS AND RESPONSIBILITIES

Federal Register
October 3, 1977
Section 104.93

Functions and Responsibilities

The State advisory council shall:

(a) Advise the State board in the development of the five-year State plan, the annual program plan, and the accountability report. A statement describing its consultation with the State board shall be submitted with the five-year State plan, and the annual program plan and accountability report;

(b) advise the State board on policy matters arising out of the administration of programs under the approved five-year State plan, the annual program plan, and the accountability report;

(c) evaluate vocational education programs (including programs to overcome sex bias), services, and activities under the annual program plan, and publish and distribute the results thereof;

(d) assist the State board in developing plans for State board evaluations and monitor these evaluations;

(e) prepare and submit through the State board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by any additional comments of the State board as the State board deems appropriate;

(f) identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment training, vocational rehabilitiation, special education, and other programs assisted under this and related Acts represent a consistent, interpreted, and coordinated approach to meeting these needs;

(g) comment, at least annually, on the reports of the State Manpower Services Council;

(h) prepare and submit to the Commissioner within 60 calendar days after the Commissioner's acceptance of certification of establishment and membership, an annual budget covering the proposed expenditures of the State advisory council for the following fiscal year; and

(i) provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils.

APPENDIX C

LIST OF COUNCIL PUBLICATIONS

Publications

1970 Publications:

A Concerned Texas - A Report to the Governor of Texas by the ACTVE in Texas. March 1970.

A Concerned Texas - Governor's Conference on Technical-Vocational Education. March 1970.

The Proceedings of the Governor's Conference on Technical-Vocational Education in Texas. March 1970.

Summary of the First Annual Report of the ACTVE in Texas. September 1970.

First Annual Report of the ACTVE in Texas. September 1, 1970.

First Biennial Report of the ACTVE in Texas to Members of The Texas Legislature. December 1970.

1971 Publications:

Report of Regional Hearings. January 26, 1971 through February 23, 1971.

An Occupational Training Study as Requested by S. R. 865, Sixty-First Legislature. March 1971.

Proceedings - Teacher Education Hearing. March 1971.

A Redirected Education System - Second Annual Report to the Governor of Texas by the ACTVE in Texas. April 1971.

A Committed Education System - Second Annual Report of the ACTVE in Texas. September 1971.

Summary of the Second Annual Report of the ACTVE in Texas. September 1971.

1972 Publications:

South-Southwest Regional Conference - Advisory Councils for Vocational Education. March 1972.

Stimulating a Commitment to a Redirected Education System - Third Annual Report to the Governor of Texas by the ACTVE. April 1972.

1972 Community Conference Report. July 1972

A Redirected Education System--A Plan for Action - Third Annual Report of the ACTVE in Texas. October 1972.

Second Biennial Report of the ACTVE in Texas to Members of the Texas Legislature. December 1972.

1973 Publications:

Career Development--Up Close and Personal.

A Redirected Education System--A Plan for Action - Summary of the Third Annual Report of the ACTVE in Texas. January 1973.

Proceedings - The Governor's Conference on Technical-Vocational Education in Texas. February 1973.

Texas Education Product Study - Digest of Final Report. March 1973.

A Vocational Education Study as Requested by SCR 11 Sixty-Second Legislature. March 1973.

A Redirected Education System -- Education for Living and Making a Living - Fourth Annual Report of the ACTVE in Texas. November 1973.

Education for Living and Making a Living - Fourth Annual Report to the Governor of Texas by the ACTVE in Texas. April 1973.

1974 Publications:

Education for Living and Making a Living - Community Conference Handbook.

Education for Living and Making a Living - Proceedings: 1974 Community Conferences. January 25 through Feburary 8.

Education for Living and Making a Living - Fifth Annual Report to the Governor of Texas by the ACTVE in Texas. April 1974.

A Special Report to the State Board of Education from the ACTVE in Texas. June 1974.

Proceedings - Public Forum on State Plan for Vocational Education State Plan Committee. October 1974.

A Redirected System--Education for Work: To Better Serve the Needs of Individuals and Society - Fifth Annual Report of the ACTVE in Texas. November 1974.

Third Biennial Report of the ACTVE in Texas to Members of the Texas Legislature. December 1974.

1975 Publications:

Technical-Vocational Education to 1980 - A State Forum Sponsored by the ACTVE in Texas. February 1975.

Proceedings - State Forum on Technical-Vocational Education in Texas to 1980. February 1975.

Technical-Vocational Education to 1980 - Sixth Annual Report to the Governor of Texas by the ACTVE in Texas. April 1975.

Qualities Employers Like and Dislike in Job Applicants: Final Report of Statewide Employer Survey by the ACTVE. April 1975.

Focus on the Future - Sixth Annual Report of the ACTVE. October 1975.

1976 Publications:

Vocational Education: Impact '76 - Seventh Annual Report to the Governor of Texas by the ACTVE in Texas. May 1976.

Vocational Education: Its Impact on Local Communities - Proceedings: 1976 Impact Conferences. February 3 through March 4, 1976.

A Special Report to the State Board of Education from the ACTVE in Texas. June 1976.

Vocational Education...Gateway to the Future - 7th Annual Report of the ACTVE in Texas to the State Board of Education. Part One.

Vocational Education...Gateway to the Future - 7th Annual Report of the ACTVE in Texas to the State Board of Education. Part Two.

Fourth Biennial Report of the ACTVE in Texas to Members of the Texas Legislature. December 1976.

Impact Conference Study Guide 1976. December 1976.

1977 Publications:

Vocational Education...Gateway to the Future - Eighth Annual Report to the Governor of Texas by the ACTVE in Texas. April 1977.

Vocational Education...Gateway to the Future - Governor's Conference on Technical-Vocational Education: Program Booklet. February 1977.

Proceedings - The Governor's Conference on Technical-Vocational Education in Texas. February 1977.

Vocational Education: Who's Listening? - Eighth Annual Report of the ACTVE in Texas to the State Board of Education. October 1977.

APPENDIX D

RECORD OF MINUTES

RECORD OF MINUTES

Minutes - 1969

ACTVE	March 4	Austin
ACTVE	March 18	Austin
Steering Committee	April 3	Houston
ACTVE	April 17	Austin
Steering Committee	May 21	Austin
ACTVE/Public Mtg.-State Plan	May 22	Austin
Steering Committee	June 30	Austin
Steering Committee	August 27	Killeen
Steering Committee	September 18	Austin
Joint Committee	September 19	Austin
Steering Committee	October 9	Austin
ACTVE	October 16	Austin
Committee on Needs	November 5	Austin
ACTVE	November 20	Fort Worth
Committee on Needs	December 3	Austin
Steering Committee	December 17	Austin

Mintues - 1970

Steering Committee	January 22	Austin
ACTVE	February 12	Austin
Joint Committee	February 25	Austin
Steering Committee	March 4	Austin
ACTVE	March 24	Austin
Committee on Resources	April 28	*
Steering Committee	May 21	Austin
ACTVE	June 9-10	Houston
Committee on Funding	July 28	Austin
Committee on Role and Scope	August 4	Houston
Committee on Needs	August 5	Houston
Steering Committee	August 11	Austin
Steering Committee	August 18	Austin
ACTVE	August 18	Austin
Joint Committee	September 23	Austin
ACTVE	September 29-30	Dallas
Steering Committee	October 19	Austin
ACTVE	November 10	Austin
Steering Committee	December 11	Austin

Minutes - 1971

Steering Committee	January 20	Austin
Joint Committee	January 20	Austin
ACTVE	January 27	Lubbock

*Location not given in minutes

1971 (continued)

ACTVE	March 17	Austin
Committee on Nominations	April 1	**
Steering Committee	April 7	Austin
ACTVE	April 16	San Antonio
Steering Committee	May 25	Austin
ACTVE	May 25	Austin
Joint Committee	June 22	Austin
Steering Committee	July 9	Austin
ACTVE	August 17	Austin
Steering Committee	August 17	Austin
Steering Committee	September 23	El Paso
ACTVE	September 24-25	El Paso
Steering Committee	November 3	Austin
ACTVE	November 9-10	Dallas
Committee on Texas Education Product Study	November 9	**

Minutes - 1972

Committee on Professional Development	January 12	Dallas
ACTVE	January 18	Austin
Joint Committee	January 25	**
Committee on State Plan	March 7	Austin
ACTVE	March 21	Austin
Steering Committee	April 19	Austin
Committee on State Plan	May	**
ACTVE	May 25	Galveston
Committee on Professional Development	May 25	Galveston
Committee on State Plan	June 15	**
Steering Committee	July 12	Austin
ACTVE	August 1	Dallas
Steering Committee	August 11	Austin
ACTVE	September 7	Austin
Joint Committee	September 13	Austin
Committee on Governor's Conference	October 4	Austin
ACTVE	October 18-19	Huntsville
Steering Committee	November 2	Austin
ACTVE	November 14	Salado
Committee on State Plan	November 29	**
Committee on Apprenticeship	December 18	Austin

Minutes - 1973

Steering Committee	January 22	Austin
ACTVE	February 9	Austin
ACTVE	February 27	Austin

**Minutes not available

1973 (continued)

Steering Committee	April 3	Austin
ACTVE	April 17-18	Bryan
ACTVE	May 23	Austin
Steering Committee	June 15	Austin
ACTVE	July 18	Austin
Joint Committee	August 31	Austin
ACTVE	September 12-13	Houston
Steering Committee	October 4	Austin
ACTVE	October 16	Killeen
Steering Committee	November 8	Austin
Joint Meeting - SBOE & Steering Comm.	November 8	Austin
ACTVE	November 14	Austin
Steering Committee	December 17	Austin

Minutes - 1974

Joint Committee	January 11	Austin
Steering Committee	January 21	Austin
ACTVE	January 22	Austin
Steering Committee	March 19	**
ACTVE	March 19	Austin
ACTVE	April 23-24	Fort Worth
Steering Committee	April 23	**
ACTVE	May 13-14	Wimberly
Adult Education and Special Service Committee	May 23	San Antonio
ACTVE	June 19	Austin
Steering Committee	September 12	**
ACTVE	September 13	Austin
ACTVE	October 14	Brownsville
Committee on Adult Education	November 11	Austin
ACTVE	November 12	Austin

Minutes - 1975

Committee on Adult Education	January 24	Rusk
Steering Committee	February 7	Austin
Steering Committee	February 24	Austin
ACTVE	February 24-25	Austin
Steering Committee	March 25	**
ACTVE	March 25-26	Amarillo
ACTVE	April 11	Austin
ACTVE	April 17-18	El Paso
ACTVE	June 23-24	Austin
ACTVE	August 20-21	Corpus Christi
ACTVE	September 30 - October 1	Austin
Steering Committee	October 29-30	Amarillo

1975 (continued)

Joint Committee	November 11	Austin
Committee on Adult Education	November 20	Houston
ACTVE	November 20-21	Houston

Minutes 1976

Steering Committee	January 7	Austin
ACTVE	January 28	Austin
Joint Committee	February 21	Austin
Steering Committee	March 11	Austin
Committee on Adult Education	March 18	Austin
ACTVE	March 18	Austin
ACTVE	April 1	Austin
Joint Committee (State Plan/Adult Ed.)	April 20	Austin
ACTVE	April 28	Lake Jackson
Joint Committee	June 19	Austin
Steering Committee	June 22	Austin
ACTVE	June 23-24	Austin
Committee on Industry/Education	August 6	Austin
Steering Committee	August 13	Austin
ACTVE	August 24-25	Austin
Steering Committee	September 14	Austin
Adult Education and Special Services Committee	September 24	Lubbock
Steering Committee	October 8	San Antonio
Committee on Governor's Conference	October 8	San Antonio
ACTVE	October 8-9	San Antonio
ACTVE	December 3	Houston

Minutes - 1977

ACTVE	February 15	Austin
ACTVE	March 15-16	Houston
Steering Committee	March 31	*
ACTVE	May 3	Austin
ACTVE	June 23-24	Waco
ACTVE	August 16	Austin
Adult Education and Special Services Committee	September 14	Dallas
Committee on Industry/Education	September 30	Austin
ACTVE	October 6	Austin
ACTVE	November 7-8	Palestine

APPENDIX E

RECOMMENDATIONS OF THE
STATE ADVISORY COUNCIL FOR
TECHNICAL-VOCATIONAL EDUCATION

1970-1977

1970 RECOMMENDATIONS

RECOMMENDATION I

1. That the State Board of Education establish a mechanism representative of various educational disciplines, interests, and levels and lay citizens representative of the economy and society of the state with the objective of redirecting the educational system to accomodate the relevant and occupational needs of individuals and prepare them for the work force in keeping with the needs of such work force.

2. That it become the policy and philosophy of the State and local boards of education that options be left open to students through a flexible education system to encourage adjustments of individual education programs in keeping with the interests, aptitudes, abilities and circumstances of the individual to the end that all be successful in achieving a worthwhile life goal.

3. That the State Board of Education adopt as a priority concern the feasibility of occupational education exposure for every child in Texas public schools.

RECOMMENDATION II

1. That area technical-vocational schools be established within the following guidelines:

   a. Metropolitan counties may establish one or more technical-vocational school jurisdictions within a minimum of 5,000 High School Average Daily Attendance (HS ADA).

   b. Counties with a HS ADA population of 1,500 or more may establish one county-wide area school jurisdiction.

   c. Counties with a HS ADA population of less than 1,500 may establish a multi-county or regional area technical-vocational school jurisdiction, with a minimum of 1,500 HS ADA. The State Board of Education may approve on an individual basis exceptions to this provision.

2. The administration of the area school jurisdiction would be by a board with one member representing each high school district, junior college or technical institute within the jurisdiction and one citizen for each public school person on the board. The citizen group would be representative of the communities and interests within the jurisdiction. Any special facilities established within the jurisdiction would be under the administration of the vocational administrator and the administrator would be responsible for the overall coordination and supervision of vocational-technical education within the jurisdiction in order to prevent unnecessary duplication and to assure that programs are of high quality and meet the

occupational needs of youth and adults within the jurisdiction in keeping with the needs of the labor market served.

3. An area school jurisdiction may be approved by the Texas Education Agency within guidelines after the citizens of the jurisdiction vote under the provisions of Chapter 28, Section 28.01 - Texas Education Code to establish an area school with tax revenue.

   a. State funds would be available to match the revenues raised within the area school jurisdiction.

   b. That funds available from federal sources be utilized for the purchase of equipment for high cost programs in area technical-vocational school jurisdiction.

   c. That first priority be given to allocating federally administered funds for area school jurisdictions with 3,000 or more HS ADA populations.

   d. That a discretionary fund be appropriated to the Commissioner of Education for utilization in support of adult education programs in technical-vocational education. Such funds would be used to pay costs of instructors and instructional materials. Facilities and equipment for adult education would be the responsibility of the local school district or area school jurisdiction. The area school jurisdiction should provide within its budget a contingency fund to support special training needs which cannot normally be incorporated into the regular program.

4. Transportation of students be provided by the contributing district or campus and such transportation be financed by the State through an allotment of funds for area vocational school students based on a formula to be determined by the Texas Education Agency.

5. That the Texas Employment Commission will be responsible for compiling labor market data and information with the cooperating support of the Texas Education Agency, Texas Industrial Commission, other State agencies and groups as well as trade associations, employers, labor unions and others. Interpretation and transmittal of the data to the school systems for development of technical-vocational education programs for the most effective utilization of human resources of the state would be the responsibility of the Texas Education Agency. Funds should be provided for the implementation of this system.

6. Area school jurisdictions will be responsible for product evaluation and consequent adjustment of the process as determined by a local citizen advisory committee. Such evaluation will be reported to the Department of Occupational Education and Technology, Texas Education Agency, in a form to accomodate a subsequent state evaluation.

RECOMMENDATION III

That provisions be made for financial support to permit maximum utilization of technical-vocational facilities and resources after regular hours and during summer months for enrichment of curriculum for in-school youth, for out-of-school youth, and adults, who are underemployed or unemployed.

RECOMMENDATION IV

1. That the State Board of Vocational Education request discretionary funds for the establishment of a reservoir of industrial and instructional equipment to provide short intensive instructional programs whenever and wherever needed.

2. That the State Board encourage the establishment of a joint task force of appropriate staff members of the Texas Education Agency, Texas Employment Commission, Texas Industrial Commission, the Office of the Governor, and other state agencies and groups, and that it meet at least quarterly to review requirements for new and developing occupations and skills. Recommendations for the appropriate state agency to meet these needs should be made by this joint task force.

3. The Advisory Council supports the establishment within the Texas Industrial Commission of the Office of Director of Industrial Training. The Director would serve as a member of a coordinating committee to be composed of appropriate staff members of the Texas Education Agency, Office of the Governor, and such other state agencies and organizations as would be involved in order to meet such needs. The Council would further support appropriation of discretionary funds to provide training, equipment, supplies, instructional facilities and instructional personnel, when not otherwise available.

RECOMMENDATION V

1. The State Board of Education initiate a technical-vocational administrator internship program in the state.

2. The State Board of Education work for preparatory programs for school administrators to include study and experience programs in the history, philosophy and administration of technical-vocational programs, study of economic factors of a local community, the labor market serving the school, and the relations of these to the needs of students.

3. The State Board of Education make provision for the development of a series of regional seminars during 1970-71 for the attendance of the local school superintendent and his curriculum administrator from the school districts in the state with over 4,000 ADA. The seminars should also include junior college presidents and their deans of technical-vocational education. Seminars should utilize the best available talent in and out of the state in the area of education

technical-vocational education, manpower programs, labor market information, and the influence of those upon education programs.

RECOMMENDATION VI

1. That the State Board of Vocational Education support mandatory licensure of proprietary schools to include the following provisions:

   a. Texas Education Agency be responsible for administration of the act with the advice and counsel of an advisory council.

   b. Adequate reporting of enrollments, completions and placements by occupational categories.

   c. Standards should be established to assure a quality product and should include such factors as teacher qualifications, curricula and facilities.

   d. Included in methods of operation should be a pro rata refund policy, promissory employment practices should be valid, schools and their salesmen should be bonded, and recruitment policies including solicitation and advertising should be carefully assayed.

   e. Sufficient income from licensing fees, renewal fees and non-compliance penalties to support licensing activities.

   f. Proprietary school resources be considered in the total resources available to school administrators for developing comprehensive occupational programs in discharging their responsibilities for occupational preparation of youth and adults.

   g. SB 261 be amended to include a representative of proprietary schools on the Advisory Council for Technical-Vocational Education in Texas.

   h. State Board of Vocational Education should extend to administrators and teachers in proprietary schools in-service programs to improve the quality of instruction.

RECOMMENDATION VII

That the feasibility of an electronic data system be examined with a view of implementing a coordinated information retrieval system. The State Board of Vocational Education should initiate planning toward this end.

RECOMMENDATION VIII

1. That the State Board of Vocational Education in cooperation with the Coordinating Board on Higher Education establish a consortium to include higher educational institutions with vocational teacher

preparation programs for the purpose of training technical-vocational teachers.

2. Programs of industry/education cooperation to provide qualified teachers and to keep the teachers updated in their skills.

3. Institutions of higher education with vocational teacher preparation programs should involve employers in laboratory and internship programs for training.

4. That teaching experience credit be given for related non-teaching work experience in determining salary schedules of technical-vocational teachers.

RECOMMENDATION IX

That the State Board of Education establish a statewide comprehensive technical-vocational curriculum and materials system. The system would serve as a resource bank with a publishing capability. An advisory committee would assist in identifying the objectives for the center and developing operating policies. Such an advisory committee would be representative of the education profession and employers.

RECOMMENDATION X

That the State Board of education initiate on a demonstration basis in a minimum of twelve school districts, representative of the broad cross section of districts within the state regarding size, geography and other factors, a system of report and follow-up with the view that such system when proven could be implemented statewide by September 1973. It is further recommended that the State Board make an effort to identify students by a social security number by September 1971 as a base for identification and development of further systems of information and follow-up.

RECOMMENDATION XI

That the student contact hour formula for the funding of all post-secondary technical-vocational education be refined, improved, and changes made in the formula rates to adequately fund technical-vocational education programs. Further, that provision be made and funds provided for approval on a project basis of special programs to meet particular needs within the service area of an institution.

That the Texas Education Agency devise and require a uniform cost accounting system which will display all elements of cost in technical-vocational education. Information gathered from this system would be used for management and planning.

RECOMMENDATION XII

That the State Board make special efforts to provide as much direction through in-service education and other supportive services as possible, to enhance the effectiveness of these ancillary units in the meaningful development and growth of technical-vocational education in the state. The headquarters staff of the Department of Occupational Education and Technology should take the leadership in utilizing the resources of the field staff, applicable services of Education Service Centers, employers and other groups in support of local school districts and their efforts to improve their programs in technical-vocational education. The Council supports staff increases to perform these services.

1971 SUPPLEMENTS TO 1970 RECOMMENDATIONS

RECOMMENDATION II-A

It is recommended that the State Board of Education incorporate into current policies, as many of the concepts outlined in paragraphs 1-4 as possible under present state statute, which will enhance opportunities provided in Occupational Skill Centers.

RECOMMENDATION II-B

That the State Board of Education assign top priority to the development of such a system (Recommendation II, paragraph 5), dedicating all available resources to such development and implementation.

RECOMMENDATION III-A

That the State Board of Education develop a data base on the utilization of existing facilities within the state, to determine the nature and extent of unmet needs and to establish the resources necessary to implement Recommendation III for resubmission to the State Appropriating Authorities.

RECOMMENDATION IV-A

That the State Board of Education establish a mechanism within TEA and solicit the cooperation of groups named in part (2) of this Recommendation to act continuously to develop, revise and disseminate data on job opportunities and manpower needs for planning purposes, in addition to action outlined in part (2) of this recommendation.

RECOMMENDATION V-A

That the State Board of Education assign a high priority to implementing Recommendation V (2) and (3).

RECOMMENDATION VIII-A

That there be established within the Department of Occupational Education and Technology, staff position(s) to perform the coordinative and leadership roles for education personnel development in the field of technical-vocational education and for coordination within the Texas Education Agency with other education personnel development activities.

RECOMMENDATION VIII-B

That the State Board of Education initiate a study to determine such factors as: limits which should be placed upon such work experience, criteria to be used in determining the usefulness of the work experience, the resources necessary to implement such a system and other factors which would be involved in implementation.

RECOMMENDATION IX-A

That the State Board of Education move toward the goals outlined in the Recommendation within the resources available and make preparation for renewing the request to appropriating authorities with supporting documentation. Further, that statewide coordination and leadership functions be assigned to staff within the Department of Occupational Education and Technology.

RECOMMENDATION XI-A

That the State Board of Education assign a high priority to the development of the uniform cost accounting system and until such time as this system is operational that a contract be negotiated for maintaining and keeping current the established data base on costs as established in the Advisory Council study.

RECOMMENDATION XII-A

That the State Board of Education give high priority to inservice activities with these personnel with special emphasis on the "supply-demand" aspects of the education product and effective utilization of local advisory committees and councils.

1971 RECOMMENDATIONS

RECOMMENDATION XIII

1. That the State Board of Education give high priority to legislation and appropriations for adult education in the state.

2. That the State Board of Education support a COMMITMENT to adult education and the establishment of a viable administrative structure at the state and local levels for adequate development and coordination.

3. That the State Board of Education review policies and procedures with a view to removing every barrier to adult participation in technical-vocational education programs at the secondary and post-secondary levels in order that total resources available be fully utilized. Some specific barriers noted are:

   a. Programs should be offered on a part-time basis when adults are available to participate.

   b. Local administrators should review offerings to make certain that they are sufficiently comprehensive to serve individual needs and needs of the job market.

   c. Policies that restrict full utilization of vocational teaching personnel should be reviewed for correction.

   d. Adult basic education programs should be available to provide the necessary base for pursuing occupational training.

RECOMMENDATION XIV

1. That special attention be given to vocational agriculture and homemaking in smaller school districts (under 300 HS ADA), to make the programs as comprehensive as possible. Redirect the programs to combinations with cooperative and pre-employment aspects wherever possible.

2. That all vocational teachers be encouraged to cooperate with and be supportive of information, orientation, exploration and other aspects of career development in all phases of the education system.

3. That local education planners be encouraged to review local vocational programs for improvement in comprehensiveness, accessibility and quality between campuses within school districts and between neighboring school districts.

4. That state leadership work with local education leaders to further develop the "cluster concepts" in vocational education offerings and the involvement of community resources to support fully such efforts. The Environmental Technology program is an excellent example of this concept.

5. That the State Board of Education initiate a study of pre-employment vocational programs in the secondary schools to determine the feasibility of starting exploratory and/or skill training below the eleventh grade in order to reach students earlier in their school experience, and perhaps to provide more flexibility within the school curriculum.

6. That consideration be given to the initiation of bilingual programs in vocational education and other actions necessary to adjust for language and cultural differences in appropriate areas of the state.

RECOMMENDATION XV

1. That the State Board of Education lend its encouragement and support to every effort of local education agencies to provide adequate counseling staff that is supported in their principal objective of developing a counseling program responsive to the needs all ALL students and adults.

RECOMMENDATION XVI

That the State Board of Education establish a task force at the state level, involving other agencies and groups, to examine barriers and recommend corrective action and that local education agencies be encouraged to take similar action on the local level.

RECOMMENDATION XVII

1. That the U.S. Commissioner of Education review carefully the present guidelines in view of the statutes with a view of changes that would render the state plan for vocational education an effective planning and management document.

2. That the State Board of Education consider the addition of state initiated sections to more accurately reflect the total planning and management of technical-vocational education in Texas.

3. That the development of the state plan involve the data from local long range plans and that every effort be made to provide technical assistance and leadership to local education agencies in developing realistic plans that culminate in a state plan representative of the needs of the state.

1972 RECOMMENDATIONS

RECOMMENDATION I - REDIRECTION OF EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

1. That the State Board of Education continue its commitment to "redirect" the education system in Texas, continue its No. 1 priority to career education and to utilize the Advisory Commission on Career Education and other groups in supplementing the expertise of its staff in developing and implementing this redirection. That "Career Education" conferences be developed on regional and local levels to communicate the "Career Education" concept to educators and community leaders and explore stategies for implementation within the communities of this state.

2. The following actions are needed to further implement the career education model as outlined on pages 7-9 of the Third Annual Report:

a. K-6 ..... develop a formula and recommend funding for personnel to develop and coordinate the career awareness aspects of the model and to make provisions for curriculum materials needed for implementation.

b. 6-9 ..... provide leadership within the State to establish in all middle and/or junior high schools, career orientation, information, investigation and exploration for all students for the equivalent of one period per school day per year. This phase will require additional instructional personnel, guidance services, supervisory services, facilities and materials.

c. The major effort will be the redirection of the present resources to provide meaningful educational experiences with strong emphasis on the needs of individuals in career development.

d. 9-12 ..... that further action be taken to enhance the comprehensiveness of educational experiences in high school to further identify career direction for each individual student," ..... to the end that every student upon LEAVING or GRADUATION from high school is prepared to continue further career preparation AND/OR have developed a skill that is saleable in the job market."

e. 13-14 and ADULT - these phases of the model have been addressed in Recommendations VI and VIII.

3. In order to further implement the "redirection" of the education system, the following actions should be taken:

a. Revision of curriculum guides in all disciplines to incorporate career education concepts at all levels.

b. Revision of school accreditation standards to the end that the secondary school has prepared all individuals to continue further career preparation and/or have developed a skill that is saleable in the job market.

c. Revision of teacher preparation programs and certification in support of the career thrust of all educational experiences of all students.

d. Revise formulas for the staffing of local schools to provide for guidance services throughout the educational experiences of individuals from Kindergarten through Adult, in keeping with their individual and group needs to include placement services in cooperation with existing placement agencies, follow-up of students and adjustments of programs and activities in keeping with evaluation received from former students.

RECOMMENDATION II - SUPPLEMENTARY DELIVERY SYSTEM FOR EDUCATIONAL SERVICES

1. That the State Board of Education take action to support legislation to amend Chapter 28 of the Texas Education Code to authorize area school to encompass one or more independent school districts in one or more counties of the state; that criteria for formation of such jurisdictions be the responsibility of the State Board of Education.

2. Jurisdictions so formed would be by a majority vote of citizens within the proposed jurisdiction, after such time the district comprising the jurisdiction would elect a Board of Education to administer supplementary educational activities within the jurisdiction.

3. Funds raised through taxing within each jurisdiction for capital improvement and operating would be matched by state appropriated funds.

4. The administration within the jurisdiction would be empowered to coordinate and supervise occupational educational activities within the jurisdiction to provide a comprehensive resource composed of public secondary and post-secondary institutions and private schools, to the end that comprehensive preparation programs would be provided to all youth and adults of the jurisdiction in keeping with the needs of such individuals and their meaningful role in society and the economy.

5. In fulfilling its responsibility under this Act, the State Board of Education will approve petitions for elections to form area school jurisdictions when it has been determined that the jurisdiction to be formed can reasonably be expected to provide comprehensive preparation resources by meeting minimum standards in the areas of (a) population and/or scholastics, (b) minimum property evaluation to support the district and (c) that the district be constituted geographically and proposed facilities located in such a manner that services provided by the district are not denied citizens of the district by virtue of unreasonable distances they must travel to secure the services.

6. Provisions should be made to make services available to rural and sparsely populated areas that cannot conveniently be included in area school jurisdictions. These services can be provided through a combination of the following techniques:

   a. Extension Centers from jurisdictions and institutions

   b. Mobile facilities

   c. Itinerant instructional programs

   d. Utilization of developing telecommunications systems

e. Other strategies and techniques that would make meaningful preparation programs available to the vast majority of the citizens of the state.

7. That provision be made for state support of the transportation of students for occupational training between campuses, districts and institutions.

RECOMMENDATION III - INFORMATION AND DATA SYSTEMS FOR PLANNING AND MANAGEMENT

1. That the State Board of Education assign top priority to the design and implementation of a supply/demand information system for Texas that will provide information as a critical part of the planning and management activities within the education system of Texas. Characteristics of the system should include the following:

   a. A continuing system with a stable base for collecting, analyzing and disseminating information.

   b. The system should have visibility involving state and local agencies, groups and organizations, both in collecting and disseminating information.

   c. The system should be responsive to the changes occurring in the society and economy. This will require continuous updating by use of surveys, projections, and other collecting and analyzing activities in keeping with the actual needs in the society and economy.

   d. The system should provide for technical assistance to users of the information.

   e. The information should be retrievable in a variety of configurations for utilization by school districts, standard metropolitan statistical areas, counties, planning regions, and other similar divisions. (See page 44 of the Third Annual Report)

2. The development of a retrievable data base within the state department of Education for vocational education information should be accelerated to provide a valuable input into the supply/demand information system outlined above. The system should be expanded to provide information on enrollments, completions and placements by programs, and grade level; also, provide information on the follow-up of students for five years after leaving or graduation from secondary and adult programs.

3. The proprietary school commission should implement data gathering programs to provide information outlined in (2) above from the proprietary schools of the state.

4. That plans be made for utilization of developments in teledata communications systems for timely collection, analysis, and dissemination

of information and data for planning and management of educational resources of the state.

RECOMMENDATION IV - GUIDANCE SERVICES

1. That the State Board of Education support action that would revise formulas and fund positions for guidance services with appropriate ratios from Kindergarten through Adult. The guidance services would be continuous and sequential providing maximum opportunities for meaningful decisions by the individual within the career education concept.

2. A high priority be assigned to implementing the guiding principles for the preparation of and the assignment of counselors referenced above.

3. That policies and standards be developed by the State Board of Education for the allocation and reallocation of all guidance and counseling units to public shcools. Such policies and standards may include the following:

   a. Guidance personnel to be assigned to activities for which they are trained.

   b. Development and assignment of guidance personnel other than counselors in the area of placement, follow-up, labor market information, employer contacts, and similar activities.

4. That provision be made for extensive inservice education and upgrading activities for guidance service personnel presently certified and as a part of future preparation of guidance personnel to include:

   a. Temporary employment in the world of work.

   b. Appropriate summer employment with the Texas Employment Commission and other placement agencies.

   c. Exploratory training sessions in post-secondary institutions offering preparation for occupations.

   d. Employment tours and studies.

   e. Labor market information.

   f. Adult services.

   g. Other similar activities.

5. That the Texas Education Agency staff should utilize:

   a. The Texas Education Product Study. (See page 43 of the Third Annual Report)

b. The present demonstration projects in the state in the area of placement and follow-up.

c. A review of experiences, within and outside the state of follow-up and placement.

d. Establish a broadly representative task force to develop a follow-up system, for implementation throughout the state by September 1973. The system should provide comprehensive information to the local district for evaluation of educational programs, and reporting of appropriate information to the Texas Education Agency for input into the statewide planning and management.

5. That placement responsibilities of public education be identified and effective means of moving students from the education institutions into work be coordinated with existing placement resources within the communities.

7. That the Department of Occupational Education and Technology create a staff position or designate a member of the Department staff to more effectively relate the concerns, activities and resources of the Department in the area of guidance services in vocational education to statewide guidance services through the administrative framework of the Coordinating Council of Guidance Services of the Texas Education Agency.

RECOMMENDATION V - JOB DEVELOPMENT AND SUPPORT ASPECTS OF EDUCATION

1. That the State Board of Education further develop "start-up training" resources within the state, requesting discretionary funds to support this activity to bridge the gap between needs and present resources.

2. That state resources of instructional equipment and instructional manpower be identified and made available as a responsive resource to the needs of the state and its start-up training responsibilities for economic and industrial development within the state.

3. That discretionary funds be requested to support programs in the state to meet the needs of undereducated adults and out of school youth for occupational training, retraining and upgrading for maximum utilization of existing facilities in the communities of the state. That the Texas Education Agency staff finish the study on resources and maintain an inventory of and the extent that such resources are utilized.

RECOMENDATION VI - ADULT EDUCATION AND SERVICES

1. That the State Board of Education develop and support state legislation to provide adequate educational services to all adults in the state with request for adequate appropriations to implement resulting legislation.

2. Continue its commitment to adult education and strengthen the administrative structure at the state and local levels, to enhance the direction and coordination of educational experiences for adults.

3. For a broadly representative task force at the state level, and encourage the formation of similar task forces at the local level, to examine barriers to education and employment for adults and out of school youth and make recommendations to educators and employers concerning the removal of such barriers. An interim report of the task force should be submitted to the State Board of Education during the May 1973 meeting of the board.

RECOMMENDATION VII - PERSONNEL DEVELOPMENT

1. That the State Board of Education take the necessary action to award tenure credit for pay purposes to teachers of vocational subjects and other disciplines who have non-teaching work experiences that enhance their value in their assignment.

2. That consortium and other relationships be further developed and implemented between institutions with teacher preparation programs in order to make professional development activities of such institutions readily available to teachers and as convenient to the majority as possible. That credit for such training and transfer of such credit be facilitated to the end that professional development of the highest quality utilizing the most capable personnel will be readily available to the maximum number of personnel.

3. That teacher training institutions and federations strengthen their working relationships with industry and employers to the end that maximum input is gained from these sources to make professional development activities realistic and current.

4. That continued emphasis be given to intensive inservice training for technical-vocational ancillary personnel to most effectively relate the local educational experiences of the individual to the needs of the community with special emphasis upon local advisory committees and labor market supply/demand information.

5. That provisions be made to utilize post-secondary institutions that prepare individuals for work in less than baccalaureate occupations to give teachers, coordinators, counselors, and ancillary personnel exploration and upgrading experiences in a variety of preparation programs; that these resources be used by institutions with teacher preparation programs as learning and intern resources as appropriate.

6. That there be a study and review of the dichotomy between the credentialing of technical-vocational teachers at the secondary and post-secondary levels and that action be taken to rectify the differences in the approval and credential requirements and practices to the end that those being trained can be best served.

RECOMMENDATION VIII - POST-SECONDARY INSTITUTIONAL SUPPORT

1. That technical-vocational programs at the post-secondary level be supported at a funding level not less than that accorded to university parallel programs in relating the level of reimbursement to the total cost.

2. That the student contact hour formula continue to be the basis for reimbursement for technical-vocational programs in post-secondary institutions, that the formula utilized for reimbursement of institutions include the following elements of instructional cost:

   a. General Administration

   b. Student Services

   c. General Institutional Expense

   d. Staff Benefits

   e. Instructional

   f. Learning Resources

3. That discretionary funds be appropriated to the State Department of Education for utilization by post-secondary institutions, for capital investment in new high cost programs and for the updating of equipment and redirection of high cost programs.

4. That study and work continue on the development of a uniform cost accounting system that displays all elements of cost in technical-vocational and occupational programs in post-secondary institutions, and that such system be implemented statewide, not later than September 1974.

RECOMMENDATION IX - PUBLIC SCHOOL OCCUPATIONAL PROGRAMS

1. That current pre-employment occupational programs be coupled with cooperative part-time programs by making provisions for:

   a. One hour per day instruction in an industry/cluster to provide the student with introductory skills, backgrounds, etc., at the 9th grade level; utilizing the total instructional resources available.

   b. Pre-employment laboratory experiences be provided for two hours per day at the 10th and 11th grade levels.

   c. Every effort be made to place students in cooperative part-time training programs during the 12th grade.

2. That provisions be made to provide intensive occupational preparation for students desiring and planning to leave school prior to graduation.

3. That current cooperative part-time programs be developed with at least one year of pre-employment laboratory experience prior to the cooperative experience, as appropriate.

4. That special attention continue to be given to vocational agriculture and homemaking in smaller school districts (under 300 HS ADA) to make the programs as comprehensive as possible. Redirect the programs to become combinations with cooperative and pre-employment programs when possible.

5. That consideration be given to establishment of cooperative part-time diversified occupation program units in school districts that are not of sufficient size to provide comprehensive offerings in occupational programs.

6. That recommendations made in (4 and 5) above be related to recommendations made in II(6) in such a manner as they can complement and supplement each other to enhance the delivery of occupational preparation experiences to a maximum of students throughout the state, expecially in rural and sparsely populated areas.

7. That the State Board of Education cause to be established an ad hoc task force broadly representative of local educators and employers throughout the state to examine present barriers to student movement from his home school to another campus, district or public/private post-secondary institution for occupational training. That the task force be directed to report its findings and recommendations for solution of problems to the State Board of Education not later than the May 1973 meeting of the State Board.

8. That provisions be made for utilization of occupational personnel and facilities for career information, orientation and exploration when such utilization will not adversely affect the quality of occupational preparation programs.

9. That bilingual programs in vocational education be further developed and expanded in keeping with needs of the job market for workers with bilingual competencies.

10. That the special needs of programs for the handicapped and disadvantaged receive continuous review by the staff with special attention to policy, administration, program standards, facilities, inservice training of instructional AND supervisory staff members in these programs to the end that the special needs of individuals are served. (See page 58 of the Third Annual Report)

RECOMMENDATION X - UTILIZATION OF LOCAL ADVISORY COUNCILS/COMMITTEES

1. That a publication on effective organization and utilization of advisory councils/committees be developed.

2. That wide distribution be made of the above publication and that the Texas Education Agency's Department of Occupational Education and Technology staff be given inservice training in this subject and they in turn provide technical assistance to local school districts in staff visits and evaluation; that teacher educators give special attention to this area in preparation of vocational teachers and all school administrators.

3. That local education leaders be urged to effectively utilize and support such advisory councils/committees to enhance the quality of occupational programs.

RECOMMENDATION XI - STATE PLAN FOR VOCATIONAL EDUCATION

1. That the U.S. Commissioner of Education continue periodic reviews of state plan guidelines in view of the statutes with changes that would render the State Plan for Vocational Education an effective planning and management document.

2. That the development of the State Plan involve data from local vocational plans and applications, input from the Advisory Council, information from other agencies and groups, and maximum Texas Education Agency staff visibility to further enhance the value and use of the plan.

3. That the State Board of Education cause a brief popularized version of the State Plan to be published not later than October 15 each year that would give useful information to those interested in and involved in technical-vocational education in the state, to include:

   a. Summary of the State Plan sections of broad interest, with appropriate reference to the basic document.

   b. Data on who and how many are now being served.

   c. Unmet needs documented by target groups.

   d. Projections as to number of persons at the various levels that are not being served and what resources would be required to meet such needs.

   e. That information contained in (b-d) above can be compiled for the state and not restricted to programs reimbursed from federal sources.

1973 RECOMMENDATIONS

RECOMEMNDATION I - REDIRECTION OF EDUCATION SYSTEMS AND CAREER EDUCATION IMPLEMENTATON

1. That the State Board of Education develop a comprehensive State

Plan for the orderly and coordinated development and implementation of the Career Education Concept in the Public Educational Institutions of the State.

2. That such plan be designed to redirect the utilization of present resources, to incorporate the total resources of the home, school and community as these relate to career development experiences of those being served, and determine the need for additional resources and make a request for such resources to the State Legislature.

3. That such plan incorporate specific design to make the education system of the state flexible and responsive to the multitude of needs of the individual and community. That special priority be given to - curriculum revision; evaluation of students; graduation requirements; entrance requirements to programs of higher education; teacher preparation and in-service education as these relate to the overall design of the education system of the state.

RECOMMENDATION II - FINANCING OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

1. That the State Board of Education continue its support of the present system of financing of vocational education to iclude:

   a. The allocation of bonus vocational units in accordance with policies established by the State Board of Education under the Foundation School Program.

   b. Provision to continue: a minimum of $400 per vocational unit for materials and supplies; average daily attendance credit to remain with the sending school for students attending another district for vocational offerings; transportation of vocational students between campuses and districts, and vocational units be counted as teacher units in allocating to the local school district the amount provided for maintenance and operation.

2. That the State Board of Education support the inclusion of vocational unit travel financing under the Foundation School Program.

3. That the State Board of Education continue its study of program and funding needs in technical-vocational education in the state to support additional resources to correct the present inadequate level of funding.

4. That line appropriations to post-secondary institutions be earned in accordance with approved formulas for allocation of funds for occupational programs.

RECOMMENDATION III - SERVING THE NEEDS OF SPECIAL GROUPS

That Technical Vocational Education Programs at the secondary and post-secondary levels receive a special review and evaluation to determine if the special needs of the following groups are adequately served in preparation for occupations:

a. Handicapped persons

b. Disadvantaged persons

c. Special needs of veterans

d. Bilingual and cultural needs of individuals

e. Ethnic minorities and women.

RECOMMENDATION IV - GUIDANCE SERVICES

1. That the State Board of Education initiate action to provide from the Foundation School Program a minimum of $200 per counselor unit in the state for materials in support of career development activities of the guidance of the school.

2. That the State Board of Education give priority to the following actions to strengthen career development aspect of guidance services:

   a. Development and dissemination of a basic list of acceptable materials;

   b. In-service activities on the effective utilization of materials;

   c. In-service activities in developing specialized techniques needed in providing guidance services to minorities and others with special needs.

RECOMMENDATION V - PUBLIC AWARENESS OF THE NEEDS AND RESOURCES IN TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

That the State Board of Education further develop public awareness of the needs and resources in the state for technical, vocational and occupational education. That there be established within the Department of Occupational Education and Technology a Dissemination Office with adequate support, to provide leadership, coordination in the state in the area of materials development and dissemination to enhance the state's public awareness in this critical area of concern.

RECOMMENDATION VI - THE ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

That the State Board of Education cause to be conducted a comprehensive review of the administration of technical-vocational education in Texas and based upon the findings of the review, develop and implement the administrative structure that can most effectively serve the state's needs for program development, leadership, coordination and administrative regulation and similar responsibilities of the State Board of Education in this area.

1974 RECOMMENDATIONS

RECOMMENDATION I - PUBLIC AWARENESS OF THE NEEDS AND RESOURCES IN TECHNICAL-VOCATIONAL EDUCATION

That the State Board of Education concentrate upon the following areas in addressing the concern in this topic:

a The development of public awareness materials for use with community groups concerning the needs and resources of technical-vocational education.

b. The development of techniques and procedures for the effective involvement of parents, students, and citizens in activities that result in their understanding of the needs of individuals and the community for technical-vocational education programs and the resources available.

c The development of techniques and procedures for outreach and effective involvement of groups with special needs. These groups would include the handicapped and disadvantaged populations within the community.

d. The further development of materials and techniques for effective organization and utilization of local advisory councils/committees.

RECOMMENDATION II - SERVING GROUPS WITH SPECIAL NEEDS

That the State Board of Education utilize every resource available to the Board through policy, administrative procedures, accreditation standards and other means to improve educational opportunities for groups with special needs within the local education agencies. That each local education agency study and respond to the following concerns in the annual report.

a. The employment of guidance and instructional personnel that share the cultural distinctions of ethnic minorities of the community.

b. That administrative policies and practices be reviewed to ascertain strong support of groups with special needs.

c. That preparation and in-service education programs further develop capabilities in meeting the needs of groups with special needs.

d. That traditional methods of evaluation of students be revised to assure the accurate measurement of the achievement and performance of individual students in order that language, cultural and other barriers do not adversely affect the evaluation.

e. That vocational offerings be made available based upon the needs of the individual student and not based upon the age and/or grade

level of the student. This concern should include exploratory and pre-vocational experiences.

RECOMMENDATION III - EVALUATION, PLANNING AND ACCOUNTABILITY IN EDUCATION

That the State Board of Education take the necessary action to strengthen the evaluation, planning and accountability activities in the Department of Occupational Education and Technology, with particular emphasis in the following activities.

a That the state staff be strengthened and resources provided to carry out on site evaluations of local technical-vocational education programs by teams composed of state staff, representatives of professional organizations, citizens, educators from outside the community being evaluated, and other expertise necessary to assure effective evaluations.

b. That the technical-vocational education planning at the site and local levels be strengthened through staff development, utilization of evaluation reports and other information influencing the planning process, to develop a comprehensive state plan that addresses the total manpower training needs of the individual communities and the state.

c. That action be taken to complete the development of a student follow-up system for local planning and management needs as well as the needs of state planners and managers. That the development of the system be a coordinated effort involving interested and involved groups from throughout the state.

RECOMMENDATION IV - VOCATIONAL EDUCATION RESEARCH

That the State Board of Education form a task force composed of Texas Education Agency staff, representatives of the Advisory Council for Techncial-Vocational Education, local education managers and instructional personnel, representatives of research activities of education institutions of the state, and the general public, to review the needs for Occupational Research and Development in the state, with particular attention to the following:

a. A review of priorities for research and development in the state and the establishment of current priorities that most directly have an impact upon the needs of the state in relation to technical-vocational education.

b. A review of the most effective techniques and procedures for dissemination and implementation of research and development findings.

c. Such other subjects and/or activities that contribute to the improvement of technical-vocational education in Texas through research and development.

1974 SPECIAL REPORT RECOMMENDATIONS

RECOMMENDATION I - REDIRECTION OF THE EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

1. That the State Board of Education make requests for statutory changes to accomplish the following:

   a Provide for professional personnel to the local school district on a formula basis to provide technical assistance to present staff and faculty in curriculum revision, preparation of curriculum materials, resources management and coordination, inservice training of teachers and related activities in K-6.

   b. Provide for professional personnel to the local school district on a formula basis to provide technical assistance to present staff and faculty in curriculum revision, preparation of curriculum materials, inservice training of teachers, management of school and community resources and provide a minimum of one hour per day per student experiences in programs of career orientation, information and exploration at the middle or junior high school levels.

2. That the State Board of Education make requests for appropriations for:

   a. Accomplish 1a and 1b above.

   b. To provide funding for full implementation of the direction of HCR 77, Sixty-Third Legislature.

RECOMMENDATION II - SUPPLEMENTARY DELIVERY SYSTEM FOR EDUCATIONAL SERVICES

1. That State Board of Education support the renewal of the request to the Sixty-Fourth Legislature for legislation and appropriations in support of the proposed supplementary delivery system for vocational education in the state.

2. That further work on the rationale and costs of such a system be continued and presented to the Legislature along with the request for legislation and appropriations.

RECOMMENDATION III - INFORMATION AND DATA SYSTEMS FOR PLANNING AND MANAGEMENT

That the State Board of Education renew its request to the State Legislature for funding to complete the design and development of the system and for the operation of the system for the 1976-77 biennium.

RECOMMENDATION IV - GUIDANCE SERVICES

The Advisory Council supports Items 1 and 3 of the recommendation on page 36 of the above referenced document* as a favorable response for legislative action to the Council's recommendations cited in the Fourth Annual Report.

RECOMMENDATION V - JOB DEVELOPMENT AND SUPPORT ASPECTS OF EDUCATION

That the State Board of Education renew its request to the Legislature for funding of Industrial Start-up Training for the 1976-77 biennium in keeping with the needs of the state, utilizing the findings of the Harper, Cotton and Little Study as a guide.

RECOMMENDATION VI - ADULT EDUCATION AND SERVICES

That the State Board of Education support the proposal outlined in the reference above* concerning the amendment of the Adult Education Statute and support a funding level for each year of the 1976-77 biennium of at least $5 million in keeping with the demonstrated need for such services.

RECOMMENDATION VII - PERSONNEL DEVELOPMENT

1. That the State Board of Education request legislative action to place local vocational administrators on a 12 month contract and to increase their salary grade from the present 10B to 14.

2. That the State Board of Education request legislative action to award tenure credit to vocational education teachers for eligible work experience for pay purposes.

RECOMMENDATION VIII - POST-SECONDARY INSTITUTIONAL SUPPORT

That the State Board of Education request discretionary funding of a minimum of $2,000,000 to support this aspect of technical-vocational education in accordance with guidelines developed by the Texas Education Agency.

RECOMMENDATION IX - FINANCING OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

That the State Board of Education request that all elements of cost for vocational education be included in any system developed for funding vocational education in the state.

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*"Areas of Proposed Recommendation to the Sixty Fourth Texas Legislature." Presented to the Priorities Committee of the State Board of Education on May 10, 1974.

RECOMMENDATION X - PUBLIC AWARENESS OF THE NEEDS AND RESOURCES IN TECHNICAL-VOCATIONAL EDUCATION

That the State Board of Education request legislative and appropriations action to (1) strengthen the public awareness/involvement, information and dissemination capabilities of the Texas Education Agency, and (2) provide a position in each of the Education Service Centers to provide technical assistance and support to local school districts in a broad range of services related to those in (1) above, and to include the development of more effective local advisory councils/committees in vocational education.

RECOMMENDATION XI - THE ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

1. That the State Board of Education make provision in the request for appropriations for the 1976-77 biennium an amount for planning and evaluating activities equal to at least 2% of the total budget for technical-vocational education in the state for the biennium.

2. That the State Board of Education renew its request for funds to fully develop and implement a "Technical-Vocational Education Curriculum and Materials System" in the state to serve all occupational areas and levels and that provision be made in the Department of Occupational Education and Technology for coordination and leadership in the important area in keeping with previous recommendations of the Advisory Council.

1975 RECOMMENDATIONS

RECOMMENDATION I - FOLLOWUP AND IMPLEMENTATION

That the State Board of Education take the following actions to enhance the followup and implementation of issues previously addressed by the Advisory Council.

a. Provide the Council with at least one copy of all policy/administrative letters, memoranda and/or instructions issued by the Texas Education Agency that influence vocational, technical, adult and manpower education.

b. A review be conducted of the Advisory Council's recommendations as summarized in Part IV, pages 46-73 of this report (Sixth Annual Report) and a staff member of the Texas Education Agency be responsible to inform the Council periodically in writing of progress and/or developments relating to recommendations that have been accepted by the State Board of Education.

	TOPIC*	ITEM(S)*	ADVISORY COUNCIL RECOMMENDATIONS FOR FOLLOWUP
c.	2	10-17	The Council has a specific statutory responsibility in Section 31.33(3) of the Texas Education Code to recommend a State Plan for establishing area schools. The SBOE rejected the concept of area school jurisdictions as proposed by the Council. The Council is quite ready and willing to pursue this issue further but needs some dialogue with the Board as guidance.
d.	7	65-68	The issue of "credit for work experience in determining pay grades" has been presented by the Council and rejected by the Board. The issue is still quite active in the field. The Council needs to know if the Board considers this solely a local problem, or a state responsibility. If it is the state's responsibility, an acceptable administrative approach to the problem is lacking.
e.	8	74-76	The recommendation for "a uniform cost accounting system that displays all elements of cost in post-secondary technical-vocational education" was accepted by the Board, but the system has not been developed. Is there a need for such a system? Is it a matter of priority?
f.	9	97	The Council recommended "that a study of barriers of student movement between campuses and districts for occupational training be made ard reported to the State Board by May 1973." The Board accepted the recommendation, however, the Council is not aware that such a study was made.
g.	11	108	The Council recommended "that a brief popularized version of the State Plan be developed and distributed." This recommendation was accepted by the State Board. The document has not been distributed.
h.	15	118-119A	Serving Groups with Special Needs continues to be a major concern of the Council and a priority in its planned activities. HB 1673 gave the Council specific responsibilities

* The topic and item references used refer to the summary of Council recommendations in Part IV, pages 46-73 of the Sixth Annual Report.

			with regard to Vocational Education for the Handicapped. The Council is encouraged by the activities outlined in the TEA response to the Council's recommendation contained in item 119A. Efforts will be made by the Council to coordinate its efforts with those outlined above to further address this critical problem.
i.	17	122	A formal response to the recommendation made on the Administration of Technical-Vocational Education in the Council's Fourth Annual Report, dated November 1973, has not been made by the Board. It is the opinion of the Council that this is an important need that warrants the consideration of the Board.
j.	18	125	In reviewing the TEA response to the recommendation on Evaluation, Planning and Accountability in Vocational Education contained in the Fifth Annual Report, it is apparent that plans are underway to address the total Council concern in this area. In view of the attention given this concern by the Report of the General Accounting Office and the fact that Texas was one of the seven states visited in connection with the report, it is requested that the Council be provided with a copy of the Plan for Action in this area of concern. The Plan for Action should set forth what is to be done, how it is to be done and expected schedule for accomplishment.
k.	19	126	The TEA response to the Council's recommendation in the Fifth Annual Report on Vocational Education Research does not provide the broad base of input as envisioned by the Council. The response referenced the functions and priorities as outlined in the Annual State Plan for Vocational Education. In reviewing the Plan, insignificant changes were noted in the functions and priorities listed in the plans from 1970 through 1975. It is believed that either the priorities are so general as to provide little direction or little consideration is given the published priorities. It is suggested that the State Board review the intent of the initial recommendation in this area for further consideration.

RECOMMENDATION II - COORDINATION OF RESOURCES

That the State Board of Education, Coordinating Board, Texas College

and University System and the Advisory Council take immediate action to activate the Joint Committee to achieve at least the following objectives:

a. Outline the responsibilities of the Joint Committee including the role of coordination of resources.

b. Establish regular meetings to fulfill the responsibilities of the Joint Committee.

c. To assign administrative responsibilities in support of the Joint Committee.

d. To give visibility to the Joint Committee to enhance the effective discharge of its responsibilities.

RECOMMENDATION III - REDIRECTION OF EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

That the State Board of Education give a special review to the following concerns that are important to the redirection of the education system to provide the flexibility needed to address the variety of student needs.

a. Revision of curriculum guides in all disciplines to incorporate career education concepts at all levels.

b. Revision of school accreditation standards to the end that the secondary school has prepared all students to continue further career preparation and/or have developed a skill that is saleable in the job market.

c. Revision of high school graduation requirements to remove constraints that presently inhibit the flexibility of educational experiences that are needed to meet the unique needs of individual students.

d Influence changes in entrance requirements of institutions of higher education as these impose unnecessary constraints upon planning and carrying out education programs at the secondary level in keeping with the unique needs of individual students.

e. Revision of teacher preparation programs and certification in support of the career thrust of all educational experiences of all students.

RECOMMENDATION IV - INFORMATION AND DATA SYSTEMS FOR PLANNING AND MANAGEMENT.

That the State Board of Education develop a policy position with regard to support of the Supply Demand Information System and Student Follow-up System considering the following characteristics of the systems:

a. A continuing system with a stable organizational base for collecting, analyzing and disseminating information.

b. The system should have visibility involving state and local agencies, groups and organizations, both in collecting and disseminating information.

c. The system should be responsive to the changes occurring in the society and economy. This will require continuous updating by use of surveys, projections, and other collecting and analyzing activities in keeping with the actual needs in the society and economy.

d. The system should provide for technical assistance to users of the information.

e. The information should be retrievable in a variety of configurations for utilization by school districts, standard metropolitan statistical areas, counties, planning regions, and other similar divisions.

1976 RECOMMENDATIONS

RECOMMENDATION I - ADULT EDUCATION AND SERVICES

1. That the State Board of Education review the current administration of adult education within the Department of Occupational Education and Technology and develop an integrated system with comprehensive services which will more closely relate adult basic education programs to skill development.

2. That current efforts be strengthened to meet the needs of non-English speaking adults through bilingual techniques.

3. That special efforts be made to the identification of populations in greatest need and assigning a high priority to serving these needs.

4. That a proportionate ethnic balance, to the population in general, at all administrative levels be achieved which should strengthen the planning and management of adult education programs to specifically address needs of minority populations.

RECOMMENDATION II - STATE PLAN FOR VOCATIONAL EDUCATION

1. The functionalized reorganization of the Texas Education Agency is considered by some as diminishing the ability of the Department of Occupational Education and Technology to render timely and clear-cut

decisions and actions to local education institutions.*

2. Several of the changes made in the FY 77 State Plan, it is believed will diminsh the role of the State Director (Associate Commissioner) to provide leadership and administer vocational programs within the State and thereby diffuse the decision making process at the state level.*

3. To further enhance the broad base involvement in the planning process being developed by the Texas Education Agency, the Council recommends: (a) that field hearings be held throughout the state in the fall of 1976 to secure a broad base of input; (b) that a statewide input assessment conference be held prior to January 1977, to assimilate and review the input and to determine implications for the Fiscal 1978 State Plan; (c) that the Texas Education Agency planners and managers of Vocational Education make input, evaluate external input, and make decisions concerning the appropriateness of the input and thereby give clear directions to those responsible for writing the Plan; (d) that a draft copy of the State Plan be made available to the Advisory Council, local educational institutions, human resource types of state agencies, vocational professional organization leaders, and other interested groups at least 30 days prior to the public hearing, by the State Board of Education, on the State Plan.*

RECOMMENDATION - PERSONNEL DEVELOPMENT

That the State Board of Education be responsible for developing an information system from which an annual report can be developed and shared with the Adivsory Council, Teacher Education Institutions, and others interested in personnel development. That such report include the following information:

a. Information by occupational areas and levels as to the number of vocational personnel receiving certification, the number in the preparation pipeline, the number placed in vocational education and other jobs annually.

b. The demand computed for each occupational area and level to include the number of new positions, number leaving the field by reason of death, retirement, disability, and seeking other factors.

c. Follow-up information on personnel leaving vocational education for other jobs both in and out of education.

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*These were identified as concerns of the Advisory Council which were recommended for the consideration of the State Board of Education.

RECOMMENDATION V - PROPRIETARY SCHOOLS

That the State Board of Education take administrative action or recommend legislative action that would assure a favorable climate in Texas for private vocational and business schools to meet the needs of many citizens for vocational training. That particular attention be given to the following concerns identified during the conference:

a. Development of a surety system that provides protection to the customers of the private schools without imposing unneccesary and punitive requirements upon the schools.

b. Uniform and consistent interpretation and application of regulations by the staff of the administrator.

c. Review the requirements for certified audits, and require certified audits only when deemed necessary by the administrator.

d. Develop a system of reporting of completions by job title in such a manner as to provide useful data on the contribution of private shcools to the job market in the state.

RECOMMENDATION VI - THE ADMINISTRATION OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

That the State Board of Education, during regularly scheduled meetings, convene itself at least quarterly as the State Board of Vocational Education to address policy issues with the scope of responsiblities. Several Advisory Council recommendations have policy implications that have not been fully addressed by the State Board of Education.

RECOMMENDATION VII - VOCATIONAL EDUCATION RESEARCH

1. That the State Board of Education consider policies on vocational education research that would implement the following criteria in funding of vocational education research.

   a. That reserach proposals include suggestions for dissemination of results of the project and implementation of the findings to impact on the target population or problem addressed in the research.

   b. That review procedures for proposals make provision for a representative of the proposed project to answer questions of the review panel.

2. That research proposals be solicited to address the following needs for research that have been identified by the Advisory Council.

   a. Identify, describe, and recommend actions to alleviate barriers adults experience in securing training and employment.

b. Identify, describe, and recommend actions to alleviate barriers students experience in participating in vocational programs in a campus or district other than their home campus or district.

c. Use of experiences in the state and nation in follow-up systems for vocational students to develop a statewide system that provides data on status and evaluation of programs by students against the broader objectives of vocational education.

d. A study of present methods of determining school dropouts and recommend a system that accurately reflects those who have left our education system.

e. A study of the impact of Middle/Junior H.S. exploratory experiences on the quality of vocational education instruction and its impact on the student.

f. The impact of the Quarter System on vocational education in the state.

g. A study of the responsibilities of vocational instructional personnel outside their instructional unit and the relationship of these activities to the overall work load and cost effectiveness of the vocational unit.

i. A survey to identify exemplary vocational programs that have made progress in alleviating sex-stereotyping and have been able to effectively place students who have been trained.

RECOMMENDATION VIII - APPRENTICESHIP PROGRAMS

That the State Board of Education review the administration of apprenticeship programs in the state with particular attention to the following concerns:

a That an equitable formula for funding the related instruction in apprenticeship be developed and communicated to those responsible for planning and managing programs and that the level of funding be made available to planners and managers at least thirty days in advance of their fiscal year.

b. That funding formulas provide for direct and indirect costs of related instruction for apprentices.

c That the administration of apprenticeship training at the state level be conducted in such a manner as to provide prompt decisions and that such administration be a distinctive part of the State Adult Vocational Education System.

d. That an Advisory Committee be formed or available to advise local school officials in the operation of local apprenticeship programs.

e. That in the event the above recommendations cannot be accomplished administratively, that action be taken to provide through legislation for:

(1) Statutory authority in support of apprenticeship programs.

(2) A separate line item in the appropriations act for apprenticeship.

RECOMMENDATION IX - SERVING GROUPS WITH SPECIAL NEEDS - HANDICAPPED

That the State Board of Education take action to provide:

a. Pre-service and inservice training for vocational education personnel to enhance their understanding of students with handicapping conditions.

b Pre-service and inservice training for special education teachers to assist them in developing pre-vocational curricula to prepare students for entry into vocational programs.

That the State Board of Education take action so that special efforts are made to jointly coordinate the Department of Occupational Education and Technology, the Department of Special Education, and the Texas Rehabilitation Commission to provide effective planning, management, and evaluation of vocational education for the handicapped.

RECOMMENDATION X - SERVING GROUPS WITH SPECIAL NEEDS - DISADVANTAGED

1. That the State Board of Education take the necessary action to encourage employment of ethnic minorities in vocational leadership positions commensurate with ethnic percentages at state and local levels.

2. Further, that action be taken to recruit ethnic minorities to participate in vocational leadership development programs on a statewide ethnic percentage basis.

1976 SPECIAL REPORT RECOMMENDATIONS

RECOMMENDATION I - REDIRECTION OF THE EDUCATION SYSTEM AND CAREER EDUCATION IMPLEMENTATION

1. Legislation and appropriations providing for professional personnel at the state, regional, and local levels, to implement the career education concept and such personnel would serve as facilitators, coordinators, and similar roles, but not program personnel. Even though the number of personnel would be quite limited yet they are critically important to the effective implementation of career education in the state.

2. That provisions be made legislatively and administratively for the expansion of present pre-vocational and exploratory programs, and the redirection of general and vocational education programs to respond to this critical need.

RECOMMENDATION II - INFORMATION AND DATA SYSTEMS FOR PLANNING AND MANAGEMENT

Funds for the operation of the system and the provision for technical assistance to implement the system throughout the state as an integral part of an effective system of planning and management of vocational education.

RECOMMENDATION III - GUIDANCE SERVICES

The continuing certification of vocational counselors and the continuing of allocation of vocational counselors under the Foundation Program as bonus units at the secondary level.

RECOMMENDATION IV - JOB DEVELOPMENT AND SUPPORT ASPECTS OF EDUCATION

A minimum of $2 million appropriated for industrial start-up training for the 1978-79 biennium in keeping with progressive economic development in the state, in order to provide meaningful jobs for the citizens of Texas and provisions for adequately staffing within the Texas Education Agency and the Texas Industrial Commission to effectively plan and manage the program.

RECOMMENDATION V - ADULT EDUCATION AND SERVICES

A funding level for the 1978-79 biennium in keeping with the demonstrated needs for adult education and services in the State of Texas.

RECOMMENDATION VI - PERSONNEL DEVELOPMENT

1. That vocational administrators be authorized on a twelve month basis at a salary grade commensurate with their responsibilities.

2. That statutory provisions be made to award tenure credit to vocational education teachers for eligible work experience for pay purposes.

RECOMMENDATION VII - POST-SECONDARY INSTITUTIONAL SUPPORT

1. A discretionary fund of a minimum of $2 million to support unusual costs for initiation of new programs and redirection of existing programs in keeping with job market demands.

2. Increasing the level of the present contingency funds in order that post-secondary institutions can be reimbursed for growth and new programs in response to job market demands of the state. The current level of appropriations to the contingency fund will support only about .25 cents on the dollar of expenditures during the current year of the biennium.

RECOMMENDATION VIII - FINANCING OF TECHNICAL-VOCATIONAL EDUCATION IN TEXAS

The funding of education in Texas in such a manner as to minimize competition between academic and vocational education.

RECOMMENDATION IX - EVALUATION, PLANNING, AND ACCOUNTABILITY IN VOCATIONAL EDUCATION

Provisions both administratively and legislatively to make vocational programs in Texas more cost effective.

1977 RECOMMENDATIONS

RECOMMENDATION I

That the State Board of Education conduct a complete review of state level policy formation and administration as it relates to vocational, technical, adult and manpower education in Texas, and that action be taken to achieve the following:

a. Clearly identify the responsibilities and role of the Commissioner of Education, his deputies, the Commissioner's Coordinating Council, and the Associate Commissioner for Occupational Education and Technology in terms of vocational administrative decision making. This information should be communicated to those with an interest in vocational, technical, adult, and manpower education at the local, state, and national levels.

b. Identify the position within the agency that is responsible for day-to-day decision making as it relates to vocational, technical, adult, and manpower education.

RECOMMENDATION II

That the State Board of Education clearly delineate between policy and administration; and identify the administrative decision making process and at what point in the process input can be made by those interested in making such input.

RECOMMENDATION III

That the State Board of Education in developing policy and providing leadership, give clear direction to vocational, technical, adult, and manpower education in Texas.

APPENDIX F

A TOPICAL LIST OF THE RECOMMENDATIONS OF THE ADVISORY COUNCIL

(Originally prepared by the Council for the "Impact Conference" Study Guide, 1976, Austin.)*

*Cited as it appears in original.

EMPHASIS OF ACTVE RECOMMENDATIONS

The Advisory Council for Technical-Vocational Education in Texas is charged under state law to advise the State Board of Education on the vocational, technical, manpower, and adult education needs of Texas.

Over 125 recommendations have been made to the State Board since the Council's establishment in 1969. These recomendations, grouped under 20 topics, have and are seeking to ensure that all Texas citizens are adequately prepared for "living" and "making a living."

This section of the Study Guide contains the 20 topics with brief comments denoting the emphasis behind the recommendation.

For persons interested in an indepth review of the recommendations made under each topic, the Council has devoted a portion of its Sixth Annual Report to the State Board to a summary of the recommendations coupled with the SBOE's responses and subsequent actions. Copies of the report are available from the Council.

1. Redirection of Education System and Career Education Implementation

Emphasis is upon the relating of all educational experiences, academic and vocational, to the work world as students progress through the education system in order that they may have a realistic foundation in which: to base career decisions; to prepare for careers that best serve their needs as well as the needs of the economy; and to develop the ability to cope with and adapt to the ever changing needs of the economy which may necessitate upgrading their skills or retraining, as needed, to remain gainfully employed.

The accomplishment of this goal requires such action as: the revision of high school graduation requirements to provide students greater flexibility in program scheduling; the revision of school curriculums to make them more relevant and applicable to the needs of students and the economy; and the revision of teacher preparation programs in order that school personnel can better understand how to develop and relate educational experiences to the needs of our society and economy.

2. Supplementary Delivery Systems for Education Services

Every school campus in Texas cannot economically have comprehensive vocational offerings to meet the needs of all of its students. The Advisory Council contends that "area school jurisdictions" need to be formed whereby vocational offerings in one school could be made available to students in another school nearby that doesn't have the same offerings.

Such a jurisdiction could be comprised of several schools within one school district or it could involve several school districts in one or more counties.

The Council contends that the development of programs, the transportation of students from one campus to another, etc., should be supported through

an "area taxing authority" handled by a duly elected governing body comprised of persons from the participating communities. State funds should also be made available for capital outlay as an incentive to local program development.

While the formation of area school jurisdictions would go a long way in meeting the needs of most Texas citizens, the needs of some citizens in remote, sparsely populated areas might go unmet because even the formation of jurisdictions in these areas would not be economically feasible. Mobile training facilities and extension centers need to be developed to take the programs to the sparse areas.

3. Information and Data Systems for Planning and Management

The emphasis of Advisory Council recommendations in this area have been on the development of an effective, statewide supply/demand system that involves state and local agencies, groups and organizations in both collecting and disseminating information about jobs available and the availability of trained manpower to fill those jobs.

Information provided by such a system would be made available to school districts, colleges and universities, technical institutes, employers, planning regions, etc. The Council contends that the supply of trained manpower coming out of public and private education institutions should be directly related to the requirements of the job market.

A supply/demand information system has been under development since 1972 through a joint effort of the Texas Education Agency, the Texas Employment Commission, and the Governor's Office. Implementation of the system is scheduled for mid 1976.

Closely related to a supply/demand system is a "Student Follow-up System," which will provide the planners and managers of education programs long term feedback as to how former students are fairing in the work world. A follow-up system is presently under development. Some aspects of this system are slated for implementation in mid to late 1976.

4. Guidance Services

The Advisory Council contends that the guidance and counseling department of any school or college should be the catalyst within the community and education system for giving direction as to how the many resources available in the school, home and community can be utilized in serving the various career development needs of individuals.

Advisory Council recommendations in this area relate to: the expansion of guidance service personnel to include counselors, placement and follow-up personnel, and specialists in labor market information; the allocation by the state of $200 per year per counselor to purchase occupational counseling materials; and to the revision of counselor preparation programs with emphasis upon developing specialized techniques in utilizing the available resources within an education system and community in meeting student needs.

5. Job Development and Support Aspects of Education

Periodically an industry will seek to relocate in another community or an industry within a community will seek to expand its operations. In either situation, it is not uncommon for the supply of trained manpower needed by the industry's expansion or relocation to be non-existent or inadequate in numbers.

Situations such as this create somewhat of an emergency in that the industry needs certain types of trained manpower available for work the day it begins operation and the educational institutions in the community are not geared to turning out the needed manpower.

The emphasis of Advisory Council recommendations in this area have been upon the establishment of a state level "funding reservoir" to be used in putting together or coordinating the necessary resources such as materials, equipment, instructional personnel, and facilities, needed to train the manpower while a plant is being built or expanded in order that they can go to work the day the plant begins operation.

The 64th Legislature (1975) appropriated $1 million in discretionary funds to be used during the 1976-77 biennium for "Industrial Start-up Training" activities in Texas.

6. Adult Education and Services

Prior to 1973, there was no state statute that gave local education institutions the responsibility for the education of adults who needed basic education skills or who needed to upgrade their skills or retrain in order to become useful and productive citizens. Efforts in this area prior to 1973 had been motivated by federally supported programs and local education leadership and initiative.

Advisory Council recommendations under this topic focused primarily upon state legislation and appropriations for adult education. This action was supported by the State Board of Education. In 1973, the 63rd Legislature passed HB 147 and appropriated just over $4 million for the 1974-75 biennium in state funds for adult education programs.

In 1975, the 64th Legislature appropriated just over $11 million for the 1976-66 biennium for adult education. The Legisture also authorized the Texas Education Agency to use up to five percent of the funds allocated for adult education to support pilot projects in "community education."

The Advisory Council is now focusing upon an examination of barriers which inhibit adults in their pursuit of adult education programs and services that are available to them.

7. Personnel Development

One of the major emphasis of Council recommendations in this area was that preparation programs for school administrators such as superintendents and principals, contain courses that acquaint them with the role and scope of

vocational education. Senior colleges and universities which offer school administrator preparation programs are now being required by the Texas Education Agency to offer courses to acquaint prospective administrators with vocational education.

Under this topic, the Advisory Council is also concerned that agreements or relationships be established between institutions that prepare vocational teachers/administrators to ensure that credits or courses are easily transferrable from one institution to another. Agreements between institutions are in various stages of development.

It is also important that the education and work communities establish and maintain a close rapport to insure that vocational personnel are kept-up-to-date on what's going on in the work world. A statewide personnel exchange program is presently being developed whereby the education and work communities exchange personnel for short periods of time.

Another Council concern in this area is that educational institutions who hire people from industry to teach should consider the number of years these people have had in business/industry and pay them based on that experience rather than start them out at beginning teaching salaries. This concern has not received favorable attention by the State Board of Education.

8. Post-Secondary Institutional Support

One of the major emphases of Council recommendations under this topic is upon the development of a "uniform cost accounting system by the state that displays all elements of costs in technical-vocational education programs." Such a system has not been developed.

Also under this topic, the Council contends that state level discretionary funds should be made available to assist post-secondary institutions in initiating technical-vocational programs, especially programs that are quite expensive to get started. Although a request was made to the Legislature by the State Board of Education, funds were not appropriated. The Council is also concerned that technical-vocational programs be supported at funding levels not less than the funding levels accorded programs offered at the university level.

9. Public School Occupational Programs

The emphasis of Council recommendations in this area relate to: the development of comprehensive vocational programs; the utilization of vocational teachers as resource persons for students wanting to look at careers related to vocational education; and the examination of barriers which inhibit students from participating in vocational programs.

The Council is also concerned that intensive occupational preparation should be provided to students planning to leave school. Large numbers of students leave the school system each year without preparation for a job. The Council also encourages the further development of bilingual vocational education programs.

10. Utilization of Local Advisory Councils/Committees

As the Advisory Council travels around the state, it consistently hears allegations that a communication gap exists between the school systems and the community. The Advisory Council contends that local advisory councils/committees can strengthen these lines of communication.

The Texas Education Agency has responded to the Council's request that materials be developed and made available to local advisory committees which will assist them in fulfilling their functions. The Advisory Council, itself, has developed a slide/tape presentation aimed at bringing about better and closer lines of communication between the schools and community through the use of local advisory committees.

In 1975, the 64th Legislature gave the Advisory Council the specific responsibility to "support actions and activities to encourage and strengthen local and regional vocational advisory councils in carrying out their responsibilities." Efforts will be intensified by the State Advisory Council in this area.

11. State Plan for Vocational Education

Usually, program administration is no better than the planning that goes into program development, etc. Consequently, the Advisory Council has addressed itself to this important matter in all six of its annual reports to the State Board of Education.

The Council is concerned that U.S. Office of Education Guidelines for state plan development relate more effectively to a planning and management document. Furthermore, the State Plan for Vocational Education should establish definite goals and then identify the resources necessary to achieve those goals.

Another concern of the Council in this area is that the Texas Education Agency utilize to a larger extent input obtained from local vocational plans in the development of the State Plan. The Council also advocates that a brief summary of the State Plan be developed and broadly disseminated to persons not only engaged in the planning of vocational education but also persons who show an active interest in vocational education.

12. Proprietary Schools

One of the concerns confronting the Council when it was established in 1969 was the effective utilization of proprietary schools in the overall delivery of technical-vocational education programs to Texas citizens.

In 1971, the 62nd Legislature, with the support of the proprietary school industry, the State Board of Education, the Advisory Council, and others, passed landmark legislation. This law was further amended in 1973 by the 63rd Legislature. Proprietary schools were required to be licensed, and any school not meeting the standards imposed on them by the act was not licensed in Texas. The Texas Education Agency was given the responsibility to administer the Act.

The primary concern now confronting the Advisory Council as it relates to this topic is the collection and reporting of information regarding the number of persons who complete training programs offered by proprietary schools. Such information is greatly needed in order to obtain a true picture as to the total number of people completing technical-vocational programs from both the public and private sectors. Efforts are being made to determine the most feasible way of obtaining this information in a usable format.

13. Technical-Vocational Education Curriculum and Materials System

Texas has had for several years curriculum materials centers that address themselves to developing instructional materials for some vocational program areas principally at the secondary level. The Advisory Council believes these very valuable resources should be expanded to serve all occupational areas at all levels and that these efforts should receive state leadership and coordination as well as adequate funding.

From funds appropriated by the 64th Legislature in 1975 for vocational-technical education for the 1976-77 biennium, it's estimated that about $1.1 million is being budgeted by the Texas Education Agency for the development of curriculum materials at the secondary level. About $300,000 has been budgeted for the development of materials at the post-secondary level. A curriculum coordinator has been appointed to coordinate all curriculum development within the state. The State Board of Education appointed a curriculum materials advisory committee in April 1975.

14. Financing of Technical-Vocational Education in Texas

The Advisory Council recommendations in this area have consistently pushed for a strong financial base in support of vocational-technical education with the flexibility to respond to the needs of individuals as well as the needs of the community. The Council has been concerned that all elements of cost for vocational-technical education be included in any system developed for funding vocational-technical education in Texas.

The Council has also emphasized that a review of program and funding needs of technical-vocational education be continued on a regular basis and that requests to the Legislature be made, as needed, to correct inadequate levels of funding as they emerge.

15. Serving the Needs of Special Groups

One of the major emphases of Council recommendations in this area has been that technical-vocational education programs at the secondary and post-secondary levels receive a special review and evaluation to determine if the special needs of the handicapped, disadvantaged, veterans, ethnic minorities, women, and persons with bilingual and cultural needs, are being adequately served in the preparation for gainful employment.

The Council is also concerned that guidance and instructional personnel employed by local education agencies share the cultural distinctions of ethnic minorities within the community. Another concern is that traditional methods of evaluating students be revised to assure that language,

cultural and other barriers do not adversely affect achievement and performance evaluations.

One other concern of the Council is that vocational-technical offerings be made available based upon the needs of the individual student and not based upon the age and/or grade level of the student.

16. Public Awareness of the Needs and Resources in Technical-Vocational Education in Texas

A study conducted by the Advisory Council in 1973 indicated the need for: more public information materials on technical-vocational education; better dissemination and coordination of public information; and leadership and follow-up in the area of public awareness with regard to determining community needs for vocational-technical programs and the resources available to meet those needs. Efforts are presently being made at the state level to address and alleviate many of the problems encountered in bringing about a stronger public awareness of technical-vocational education.

17. The Administration of Technical-Vocational Education in Texas

The major emphasis of Advisory Council recommendations in this area have been upon the improvement of planning and evaluation activities in order to make technical-voctional education more flexible and responsive to the needs of Texas' society and economy.

The Advisory Council has expressed its concern that program leadership and administration from the state level be carried out in the most effective manner as to enhance the planning and management of technical-vocational programs and services at the local level.

18. Evaluation, Planning and Accountability in Education

The Advisory Council recommendations in this area emphasize the strengthening of technical-vocational education evaluation, planning, and accountability activities in the state.

One of the several concerns behind the recommendations is that the TEA staff be strengthened and adequate resources be provided to carry out on-site evaluations of local technical-vocational programs. The evaluation teams should be comprised of professional organizations, citizens, educators, and others from outside the community being evaluated.

Another concern of the Council is that the findings of on-site evaluations as well as other types of accountability activities be utilized in developing a comprehensive State Plan for Vocational Education that address the total manpower training needs of the individual communities as well as the state as a whole.

In 1975, the 64th Legislature budgeted about $900,000 for the 1976-77 biennium for the specific purpose of supporting planning and evaluation activities in the area of technical-vocational education. The Council considers this a step in the right direction.

19. Vocational Education Research

One of the principal concerns of the Advisory Council in this area is the formation of a task force comprised of state and local instructional and research personnel as well as representatives of the Advisory Council and general public to review the needs for occupational research and development in Texas.

Particular emphasis should be placed upon establishing current priorities that will most directly have an impact upon the needs of the state in relation to technical-vocational education. Emphasis should also be placed upon determining the most effective techniques and procedures for disseminating and implementing research and development findings.

20. Coordination of Resources

The recommendations of the Advisory Council under this topic relate to a Joint Committee comprised of representatives from the State Board of Education, the Coordinating Board, Texas College and University System, and the Advisory Council. The Joint Committee was established by the Vocational Education Act of 1969 (SB 261), Chapter 31, Texas Education Code, to better coordinate educational programs and services offered at the various educational levels.

Specific responsibilities of the Joint Committee relate to the review of funding formulas and teacher education in vocational education.